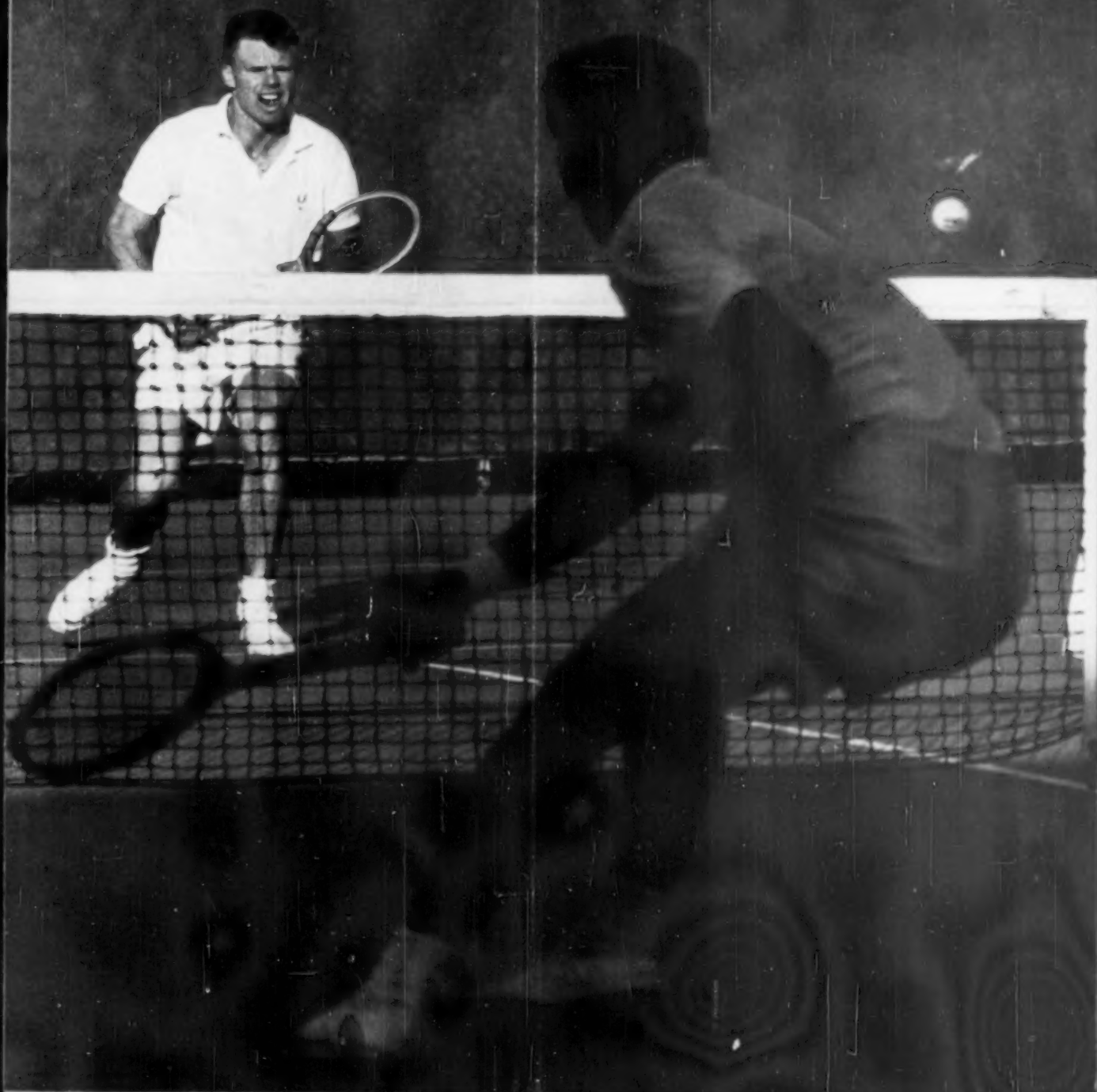


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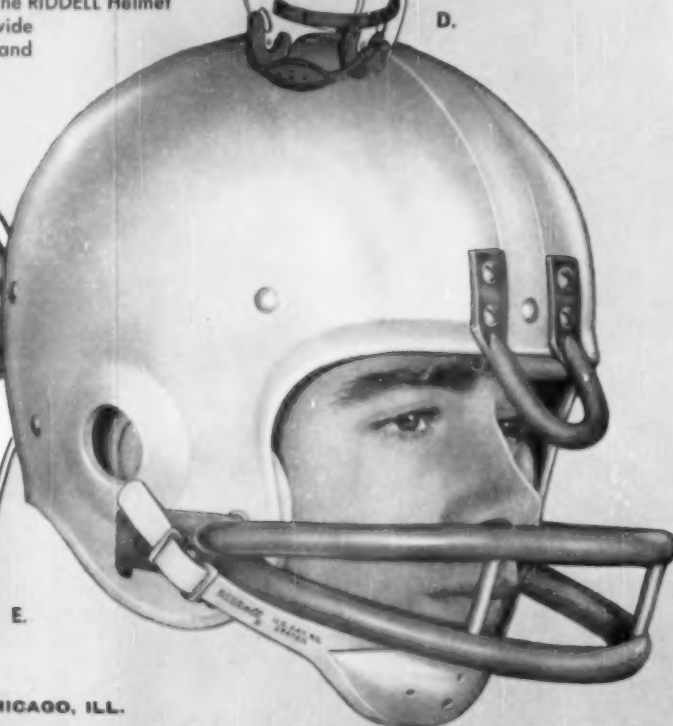
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VOLUME 30 • NUMBER 9 • MAY 1961

IN THIS ISSUE

HERE BELOW (Basketball's Malignancy: Its Prognosis and Treatment)	5
"YO YO" SERIES by Ted Sorich	7
SPREAD PUNT SERIES by Roger Neilson	8
THE ROLL-OUT SERIES by Don Fuoss	10
SIMPLIFIED SCOUTING PLAN by John E. Nulton	13
DEFENSIVE SECONDARY STUNTS by Dave Hart	14
ALL YEAR ROUND FOOTBALL PROGRAM by Dick Coury	18
COMMUNICATE WITH YOUR DEFENSE by Bob Guthridge	20
MULTIPLE GOAL-LINE DEFENSES by Johnny Barbosa	24
MULTI-STAGE PASSING ACTION by Bill Walsh	28
IDIOSYNCRASIES IN TRAINING AND DIET by Dale O. Nelson	32
URNS FOR THE BETTER by Charles E. Schlegel	36
INDIVIDUAL PASS DEFENSE TECHNIQUES by Al Davis	40
NEW EQUIPMENT	42
COACHES' CORNER ("The Private World of a Whistle Toter")	44
1960 ALL-AMERICAN H. S. BASKETBALL SQUAD	52
COACHING SCHOOL DIRECTORY	67
NEW BOOK	71

Cover Photo by Lawrence Schiller

Publisher • G. HERBERT McCracken
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SCHOLASTIC COACH IS ISSUED MONTHLY DURING THE ACADEMIC YEAR (SEPTEMBER THROUGH JUNE) BY SCHOLASTIC MAGAZINES, INC., PUBLISHERS OF SCHOLASTIC MAGAZINES FOR HIGH SCHOOL STUDENTS.
ADDRESS EDITORIAL AND ADVERTISING COMMUNICATIONS AND CORRESPONDENCE CONCERNING SUBSCRIPTIONS AND CIRCULATION TO SCHOLASTIC COACH, 33 WEST 42 ST., NEW YORK 36, N. Y.
SUBSCRIPTION FOR THE UNITED STATES, \$3.00 A YEAR, CANADA, \$3.25, FOREIGN, \$3.90. BACK ISSUES: CURRENT VOLUME, 35c; PREVIOUS VOLUMES, 50c.
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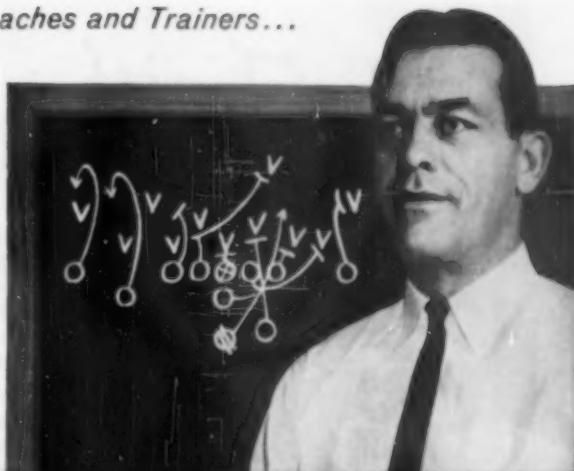
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BASKETBALL'S MALIGNANCY:

Its Prognosis and Treatment

THOUGH we like to believe we're bone dry behind the ears, we've never really lost all of our shiny-eyed innocence and trust in the basic virtues.

A little credulity is supposed to grease one's path through life. But all it has done for us is serve as a banana peel. Every piece of villainy trips up our emotions, leaves us feeling outraged and betrayed.

The latest basketball scandal did it again. We had heard all the rumors, seen all the warning signs, anticipated the expose. Yet it devastated us just the same.

The first time it happened ten years ago, we were able to rationalize: All right, it stinks to high heaven. But at last the malignity is out in the open. Let's clean up the mess and see that it never happens again.

We even felt sympathy for some of the culprits. A couple of real bad yeggs were found in the basket. But most of the boys were merely victims of a system. "Dumping" wasn't anything new. It had been a clandestine malpractice for at least 25 years. When a player accepted a bribe, he was doing what any number of players before him had done. As morally reprehensible as it was, it was just the way much of big-time basketball operated.

So when New York's District Attorney Frank Hogan lifted the manhole off the sewer, we were relieved. At last all that foul air could be wafted away, the bottom could be dredged of its pollution, and the game could flourish in a cleaner atmosphere. With all the crushed dumpers to serve as object lessons, we thought we'd never see another scandal in our time.

So the years flew by; basketball reached respectability; and the miasma of 1951 gradually disappeared. We resumed going to games,

convinced of their purity.

Then, like the earth turning in orbit, the whole process began repeating itself. First there were the rumors, which we disregarded. After all, almost everyone who loses a "sure" bet—and his number is legion—is a prospective "dump" howler. You can't listen to such people. They're the kind of nuts who'd suspect their mother of chicanery if her apple pie didn't turn out right every time.

IN 1956, however, we heard a story that really shook us up. A group of gamblers were bribing officials in a certain section of the country, and the bookmakers were refusing to take "action" on the games in that area.

With our boy-scout code of morality, we refused to believe it. Give us proof, we demanded. Our informant said he would. For the remainder of the season, he delivered a game a week, telling us who would win and

by how many points. We kept a careful account of these tips. At the end of the year, we tallied the 17 games given to us and discovered that 14 of them had come out exactly as predicted!

That convinced us. But what could we do about it? We asked our informant if he would go to the authorities with us. He shook his head. "I'm just as outraged as you," he said, "but how could we prove it? The fellow who told me about it (a bookmaker) would never go to the police. And even if he did, he had no actual proof. He'd have to incriminate other people, and he'd never do it."

So there we were sitting on a stink bomb and unable to deactivate it. We did what you'd probably have done. We fervently prayed it wasn't true, pushed it back in our mind, and went on thinking that athletes and officials were high-minded people who were too smart to indulge in any skulduggery. The consequences, as shown in 1951, were too disastrous.

When an official (from the area in question) was caught indulging in hanky-panky a year later, we breathed easier. Surely that would throw a scare into everyone, we thought. But the rumblings kept growing louder and louder—just as they had a decade before. And finally they exploded this spring. It was true. The fixers and dumpers had been at it again!

The screams of outraged innocence—from sportswriters, coaches, and the public—sounded like 1951 all over again. Some blamed the corruption on the big arenas; some blamed it on the gamblers; others contended the colleges were at fault. All the accusations were violently and emotionally hurled. But no one really pin-pointed the cause.

(Continued on page 64)

IN 1951 college basketball was stunned by a scandal involving 32 players from 7 colleges, who were convicted of "dumping" 86 games in 22 cities and 17 states. After a long, ugly trial, it was thought that basketball, having purged itself, would never be tainted again. Yet only a decade later the entire process has repeated itself. As this goes to press, the evidence of another scandal has been laid before a grand jury in New York. What is the cause of this malignancy? Is there a cure? Both these questions must be answered if college sport is to retain any semblance of dignity and decency.

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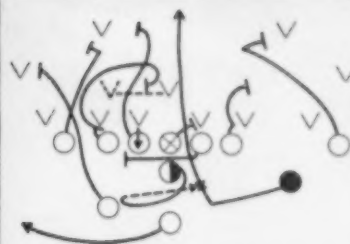
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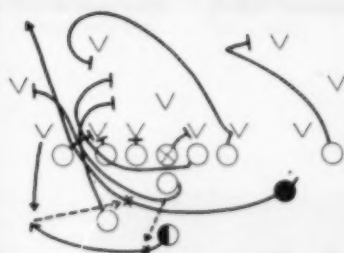
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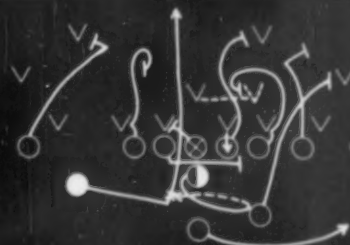
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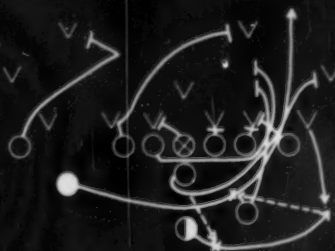
YO YO 141 TRAP



YO YO 347 POWER



OPPOSITE 140 TRAP



OPPOSITE 346 POWER

"Yo Yo" Series

By **TED SORICH**, Backfield Coach, Arizona State College

ARIZONA STATE College of Flag-staff enjoyed a great year in 1958, culminating in the Holiday Bowl (against Northeastern Oklahoma) for the national small college championship.

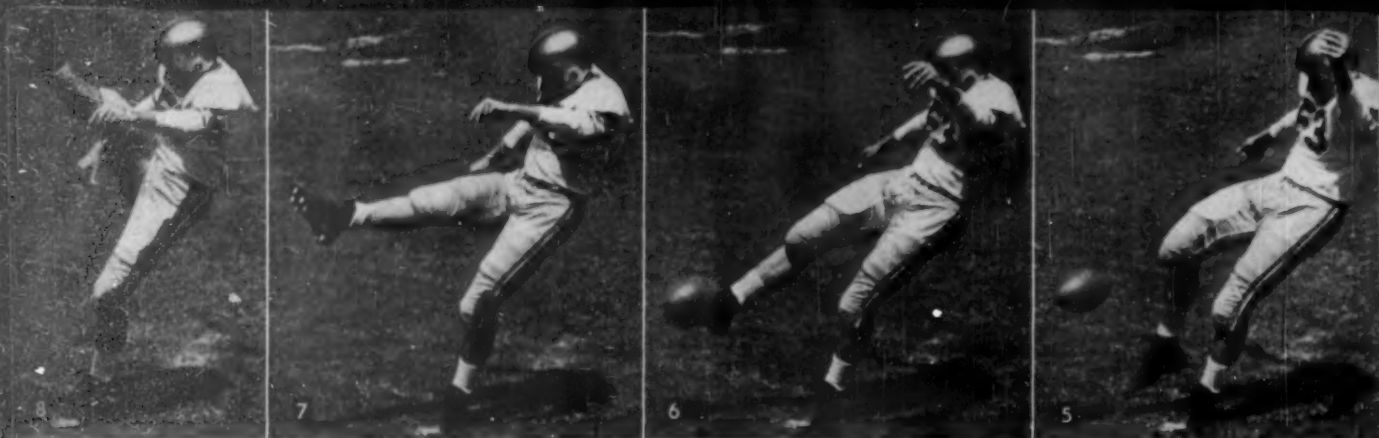
It may be a coincidence, but 1958 was the year head coach Max Spilsbury introduced the "Yo Yo Series" to our basic attack. I cannot help but feel that this particular series was tremendously responsible for our success then as well as now. It has captured the fancy of fans both at home and away.

Several of our opponents have been so impressed with it that they've patterned a series of their own on our Yo Yo series concept.

Our basic attack is run from a pro-type formation similar to the one used by the Los Angeles Rams under Hampton Pool.

The primary function of the Yo Yo series is: (1) to help keep the defenses honest and delay their pursuit in order to make our basic runs and passes more effective, and (2) to cause uncertainty and hesitation in the play of the defensive ends and linebackers. This is especially true after one or the other has been burned by either of the two Yo Yo plays.

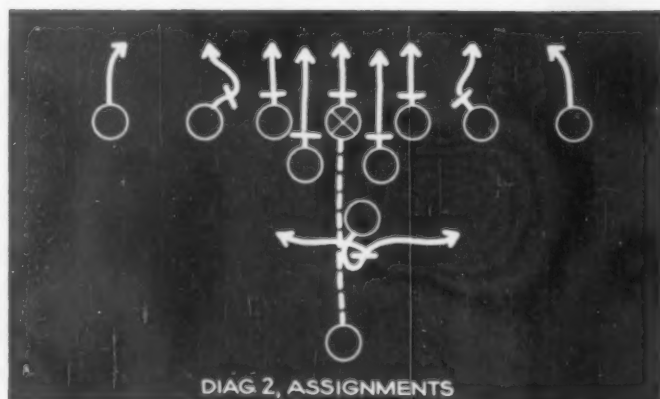
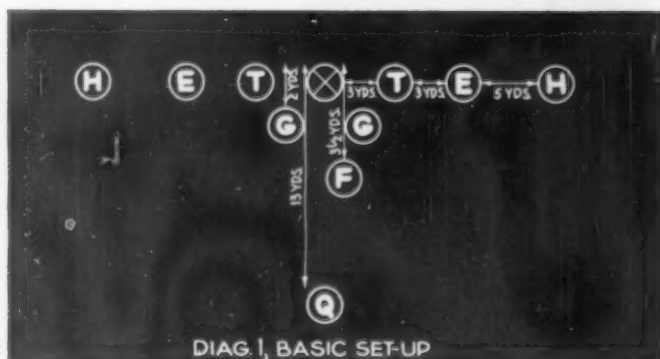
Yo Yo 347 Power is designed primarily to exploit a hard charging end. As the QB receives the ball
(Continued on page 56)



GEORGIA TECH PUNT: From a heel-toe alignment with the kicking foot forward, middle finger of the right hand resting along line of bottom seam, and left hand placed lightly

against front left side of ball, the kicker takes a short step with his front foot and then a full step with balance (left) foot. After second full step, kicking leg starts gaining momentum,

Spread Punt Series



THE kicking game cannot be fully effective if the opponent is allowed to correctly anticipate your action in a kicking situation. The element of surprise is as important to the kicking game as it is to any other phase of football.

We're not referring strictly to the practice of gambling on fourth down. We use the Georgia Tech type quick kick extensively. During the past three seasons, we've actually quick-kicked on third down, or sooner, twice more than we've punted on fourth down.

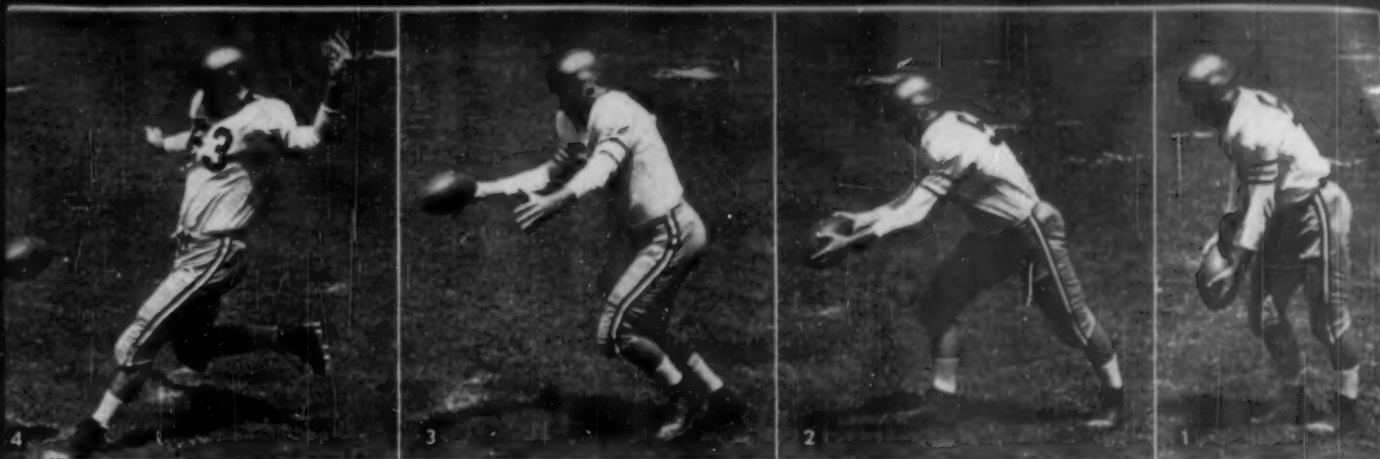
In what would appear to be a direct contrast to this conservatism, we frequently gamble on fourth-down kicking situations. We feel, however, that this is consistent with our practice of attempting the unexpected, or at least preventing the opposition from anticipating our action in a kicking situation.

The quick kick has many advantages. For one, it catches the defense without a deep safety man, usually allowing the ball to roll for extra yardage and eliminating any return. This increases the average net yardage of the kick.

In addition, the short snap (of the quick kick) is much easier to execute than the long snap. This more than compensates for the danger of kicking the ball so close to the line of scrimmage.

The failure to get a quickie away

By **ROGER NEILSON**, Coach, Pulaski (N. Y.) Academy



the leg swing applying power without exertion. Contact is made about knee high with toe pointing downward to get a spiral, then leg is slightly bent, locks, and swings into ball.

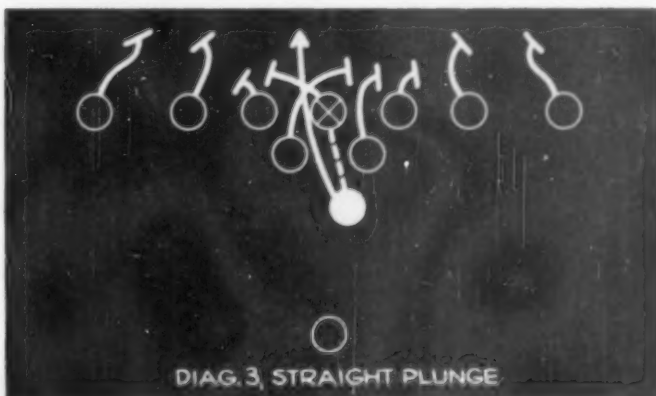
A good follow-through, with drawback of arms to hip, assures rhythm and accuracy. (From Bobby Dodd on Football, Prentice-Hall, Inc.)

is usually the result of an offensive error rather than an outstanding defensive play. Our observations indicate that the most common such error is a poor pass from center.

We also feel the quick kick produces an important psychological advantage over the punt. If a team is faced with a fourth-down situation and elects to kick, the players develop the attitude that the defense has held and has forced them to give up possession.

On the other hand, if a team elects to quick kick on third or an earlier down, an entirely different attitude develops. The players seem to think, "We don't have to give you the ball, but here it is. What are you going to do with it?" This attitude leads to an aggressive, offensively minded defense.

In keeping with the idea of not allowing the defense to anticipate your kicking strategy, we feel that a team must have one or more plays which they can run off a fake quick kick. These plays are extremely valuable in picking up a first down from a third and long-yardage situation, and they also prevent the opponents from anticipating the quick kick and going all out to block it.



DIAG. 3, STRAIGHT PLUNGE

When kicking on fourth down, we favor a spread punt formation. This has become extremely popular in recent years largely because of the improved downfield coverage it provides, minimizing the danger of a long punt return.

In order to gain this increased coverage without sacrificing protection for the punter, the kicker is moved farther back from the center. This reduces the length of a kick by several yards, but the loss is more than re-

gained by reducing the probability of a long punt return.

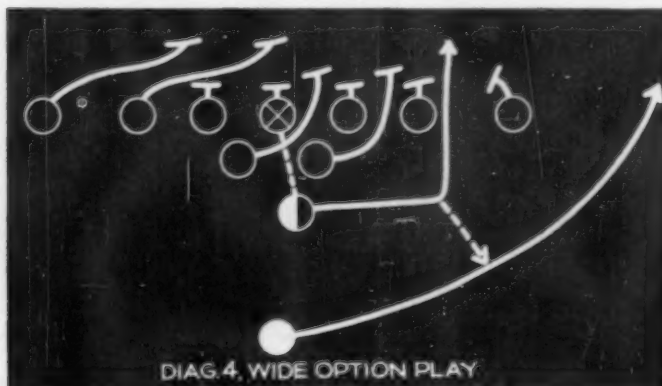
In addition to adequate protection and good downfield coverage, our spread punt formation gives us the opportunity to fake a kick and gain the necessary yardage for a first down.

We think of running and passing from punt formation as an integral part of our kicking game. We have, therefore, adopted a spread punt formation which is well-suited to running and passing as well as capable of providing good protection and downfield coverage.

The ability to gain the necessary yardage on fourth down and maintain possession can often be the deciding factor in a game. We also want to acquire a reputation as a team that will sometimes run or pass from punt formation. This tends to create a cautious attitude among our opponents and prevents their taking the initiative in punting situations.

We often find them dropping their organized punt returns when they play us. Their concern with stopping our running and pass plays will necessarily reduce their efforts to block punts.

Our spread punt formation is
(Continued on page 58)



DIAG. 4, WIDE OPTION PLAY

By DONALD E. FUOSS, Asst. Coach, Purdue University

THE ROLL-OUT

MANY high school, college, and pro teams are using the popular roll-out series as a wide attack aimed at producing long runs and touchdown passes.

Two years ago, while still a high school coach, I adopted the roll-out series for the following reasons: (1) to utilize fully the running and passing abilities of a potentially outstanding qb; (2) to exploit corner defenses more fully with an optional run-pass type of attack. (We'll go into this more fully after delineating the actual roll-out plays.)

The results were gratifying. The roll-out series became our "bread and butter" attack. The fans were treated to some thrilling football.

The quarterback received many individual honors, including his selection to *Scholastic Coach's All-America H. S. Football Squad*.

The team and coaches enjoyed the satisfaction of compiling the school's first undefeated-untied record since 1899, as well as being named the state's #1 team. The winning streak was extended to 16 before East Orange dropped a one-pointer, giving them a 17-1-0 record for the two seasons.

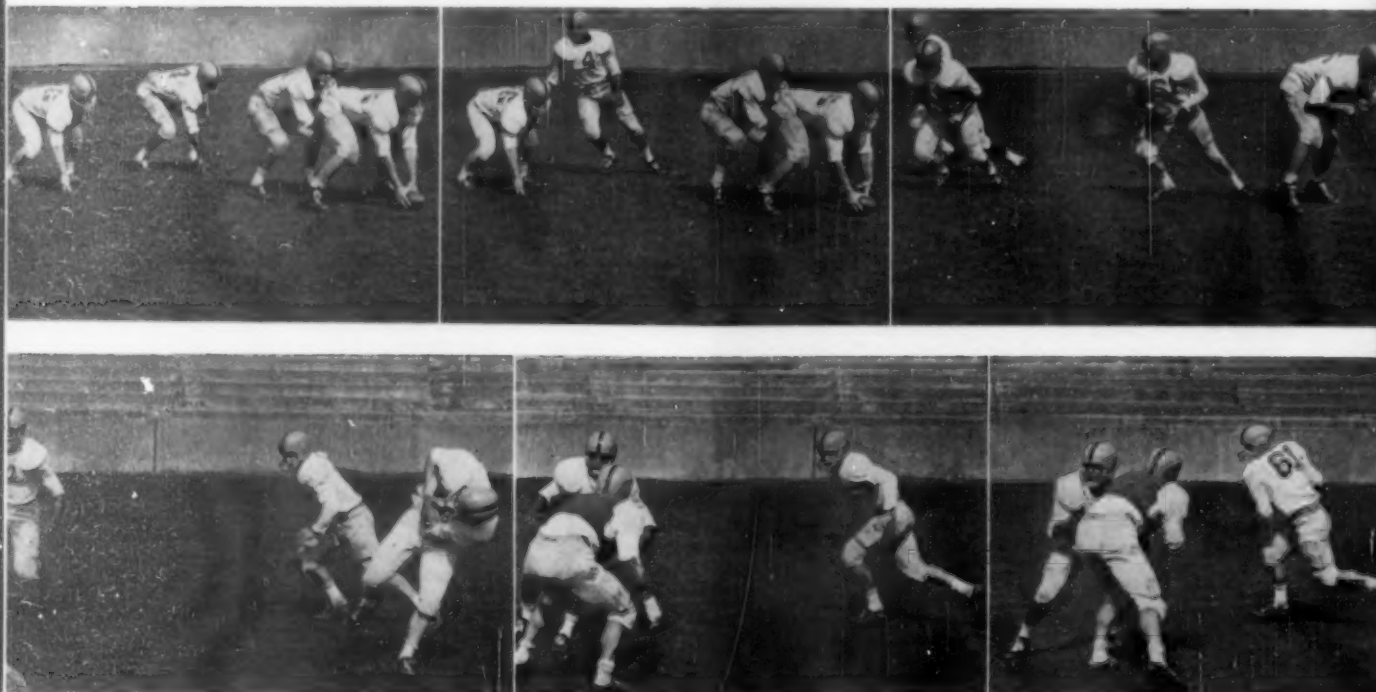
It's possible to run the roll-out series off a straight T backfield or from the various flanker sets. While we generally flankered, rolling out both to and away from the flanker set, with or without an initial backfield faking action, we also ran an effective

roll-out option run-pass from a full backfield (*Diag. 1*).

If the opposition is doing a good job of keying and reacting to keys, this pattern is very difficult for the defenders to cover.

The fb has the containing block and must eliminate his man, permitting the qb to option off the end man or corner defender. The on-side hb's path is generally shallow, depending upon the reaction of the corner defender.

If the latter rushes hard, the hb must slide in behind him and run toward the sideline immediately, looking for the short pass. If the defender lays back or drops off, the on-side hb must either try to take him back deep or block him, permitting the qb to run with the ball.



SYRACUSE'S 70 PASS: Qb keys defensive end. If end moves to inside, qb fakes to fb and rolls to outside—either running or passing according to defensive secondary reaction. Fb fakes

hard but once past line he gets about 8 or 10 yards deep and looks for ball. Lhb flies, then blocks back on end, making contact quickly as possible in attempting to pin end to inside,

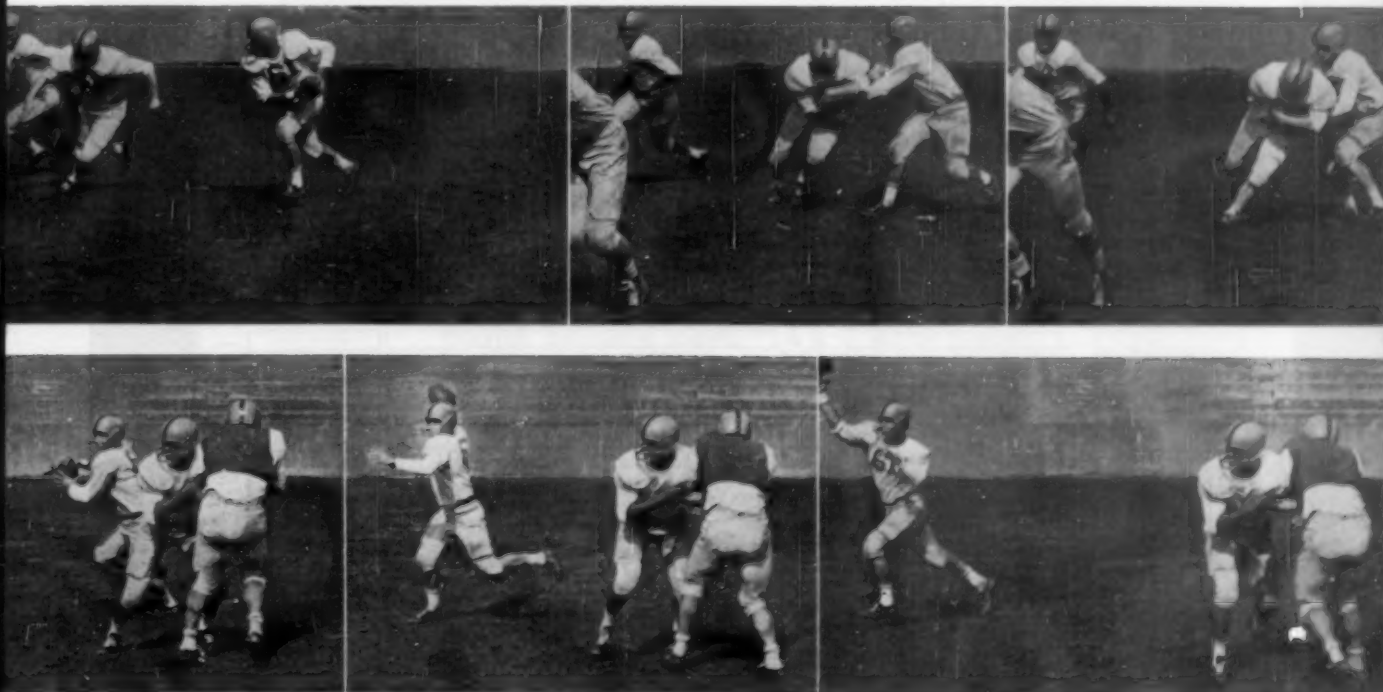
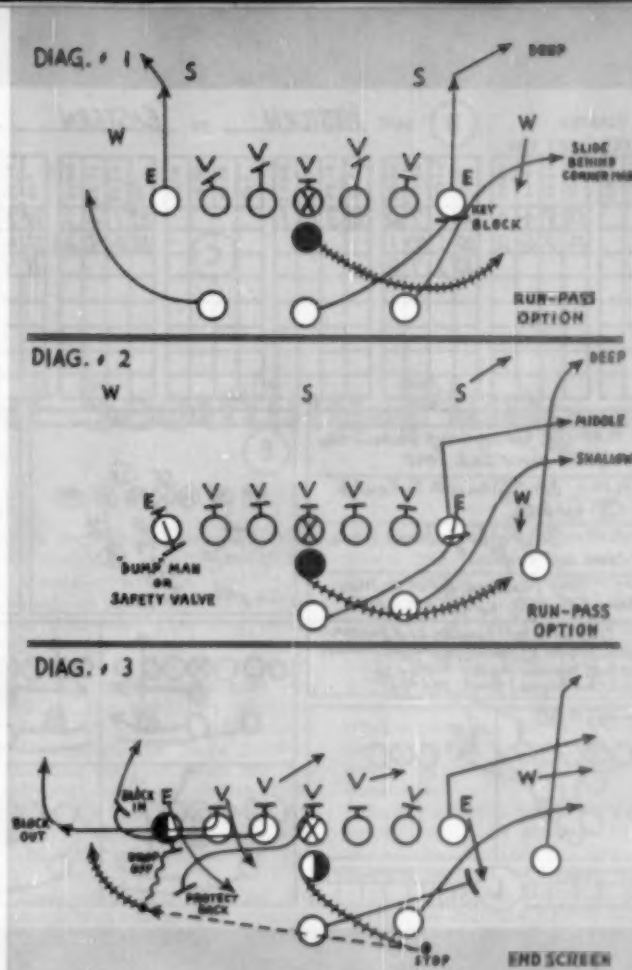
SERIES

If the qb yells "Go" or "Block," the potential receivers peel back trying to pick him up, and the linemen release downfield.

Generally we flanked a back as I wanted to force the defense out of their stunts, or to spread them, or to force them into covering the flanker by rotating toward our strength, or for other reasons.

Diag. 2 illustrates a strong flanker set with the lhb flanking right. Most teams facing this formation will rotate toward the flanker and/or into a three-deep secondary. Since we could run almost all of our plays off this strong formation, we generally got full rotation, and we tried to execute the roll-out by saturating the left side of the defensive zone or area.

(Continued on page 46)



thus allowing qb to roll outside. Rhb is a prime receiver. He drives deep through inside shoulder of outside man in secondary. If man covers him, he continues to carry him deep.

If man leaves him to cover right end in flat, he breaks to outside and away from safety man. (See last September issue for other plays in Syracuse's 70 Series.)

A 1 QUARTER

B GAME WESTERN VS EASTERN DATE OCT. 12

LEFT SWEEP				LEFT END				RIGHT END				RIGHT SWEEP							
NO.	SAIN	TO GO	DOWN	NO.	SAIN	TO GO	DOWN	NO.	SAIN	TO GO	DOWN	NO.	SAIN	TO GO	DOWN				
				18	8	4	2	20	1	7	2	22	3	10	1	18	3	10	1
				12	3	6	2	20	2	10	1	22	6	10	1	12	5	6	3
								20	3	7	2								

C

D COMMENTS ON PERSONNEL (OFFENSE)

CENTER PLAY - (55) not aggressive blocker, Pass block on punts, allow and low

GUARD PLAY - (26) unable to handle job (31) no better

TACKLE PLAY - (38) big boy. slow. Tends to come up high

END PLAY - (44) fast and quick on man-lowering (39) + (50) no great threats

BACKS - (12) good ball handler and passer. Callahan plays (18) short, powerful runner. (20) not good runner, up too high. (22) player but big and tough. 1ST PASS TO

E BASIC OFFENSE

F KICK-OFF RECEIVING

G

H

J

K FIRST DOWNS

L YARDS LOST BY PENALTIES

A KICK OFF - KICKING COVERAGE

B BASIC DEFENSE

C PUNT RECEIVING COVERAGE

D KICK OFF

E PUNT RETURN

F YARDS LOST BY PENALTIES

G QUARTER SCORE

H DEFENSIVE PATTERN

I COMMENTS ON PERSONNEL (DEFENSE)

J

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L

M

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Z

Simplified Scouting Plan

MANY fine articles and books have been written on scouting by men who thoroughly understand the game. As a guide to sound scouting technique, they serve a valuable purpose. They also provide great assistance to the practicing college and pro scout. But, for the average high school coach who must work under less-than-ideal conditions, most of the rather complicated scouting procedures set forth in the literature proves useless or unworkable.

The high school coach doesn't usually have the well-grounded football man that most scouting methods require. The best football minds on the faculty will be involved in subordinate coaching assignments, and won't usually be free for scouting work on game days.

Another vital problem is found in the characteristic environment in which the high school scout must operate. Upon arriving at the field, the scout is rarely provided with an observation station in the press box area—as the pro scout might expect. In fact, there'll usually be no press box, as such, available. In short, the scout won't find any table or counter on which to arrange his materials and work.

His working and writing surface will generally be a clipboard on his lap in an ordinary bleacher seat, where's he's a sitting target for all the distracting and disconcerting actions of the fans around him.

It's evident, then, that if the high school coach expects to obtain valid and reliable scouting reports, he'll have to concoct a scouting plan that's adapted to these conditions.

The accompanying plan is presented with just that in mind. Evolved through years of scouting high school football under just such conditions, it was developed for individuals with only a limited knowledge of the game—though it has been used by experienced scouts as well.

The most important attributes that a coach should look for in his scout are objectivity in observation and

honesty in recording. This means that the scout should be able to take in the action visually, without restriction, and should be able to record that which he sees—and only that which he sees!

The simplicity of this plan discourages the "padding" techniques encouraged by the book-like scouting forms used by many professional scouts. Obviously, the more football understanding that the scout has, the more information he can obtain. Also, the greater his familiarity with the form used in this plan, the greater should be the information he can gather.

The basic philosophy behind the development and use of this scouting plan is simple. We believe that knowing the location and sequence of the opponents' attack, and the manner in which they handle defensive situations, is of more importance than diagrammed plays.

AREAS OF CONCENTRATION

In the high school situation, a great deal of valuable time can be wasted on studying the opponents' plays. It's far better to concentrate on techniques to counter their attack pattern, and to operate effectively against their defensive weakness.

The charts illustrate our basic form. All offensive situations are included on one side, and all defensive situations on the reverse side. Only four copies of the scouting form are used in any one game—one for each quarter.

Actually, the great amount of detail shown on the sample forms is probably more than will be recorded from any but the most experienced scout. However, it's possible to record this amount of information for each quarter after the scout becomes familiar with the form and develops facility in scouting.

We feel that the scout's prime responsibility is to obtain the offensive information in Sections A (the quarter sequence on each form); B (the interior arrangement of the offensive line); C (the point along the line of scrimmage at which the running attack is directed, the player carrying the ball, the down on which the play was run, the number of yards needed

at the time of the play for a first down, and the gain or loss made on the attempt); E (the basic offensive set-up and the numbers of the players involved); G (the punt record showing the kicker, the distance of the kick, and the down on which the punt was made); and H (the pass record, indicating the passer, the intended receiver, the result—gain, incomplete, or intercepted—and the down on which the pass was attempted).

Equipped with this information, the coach should be able to reconstruct the entire offensive pattern sufficient enough to deal with their game. As a matter of fact, knowing the basic formation and the line-of-scrimmage destinations of the various backs indicated in Section C, the coach should be able to diagram the plays used by his opponent with greater reliability than any he might expect to receive from a high school scout drawing them at the game.

Once the material in these sections is recorded, the remaining sections of the form can be given attention. When passing is resorted to, the scout should attempt to outline the paths taken by all eligible receivers, as illustrated in Section J. Much of the information noted in Section D can be recorded during the intermission between quarters and halves.

Each quarter should be scouted as though it constituted a separate game, unrelated to the others. The final results will thus offer a far better picture of the quarter-by-quarter processes utilized by the opponents. All changes in strategy and personnel will become quite evident in this way.

The scout, having only one form to work with in each quarter, finds that he can pay more attention to the details of the game. As playing conditions change, he doesn't have to thumb through pages of material to find the appropriate place to record his observations. When the situation changes from offense to defense, all he needs to do is turn the form over on his clip board.

Insofar as the defensive part of the scouting form is concerned we feel that the most important information to record is that in Section B (the basic defensive alignment, and the manner in which switches are made);

(Concluded on page 51)

Defensive Secondary Stunts

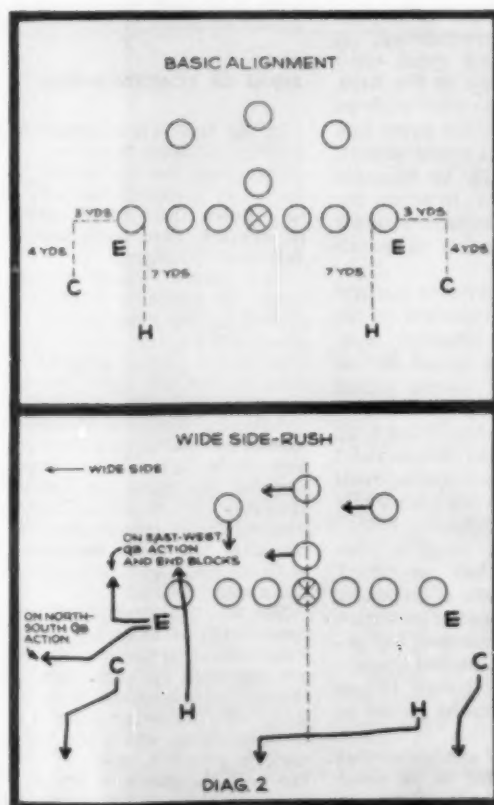
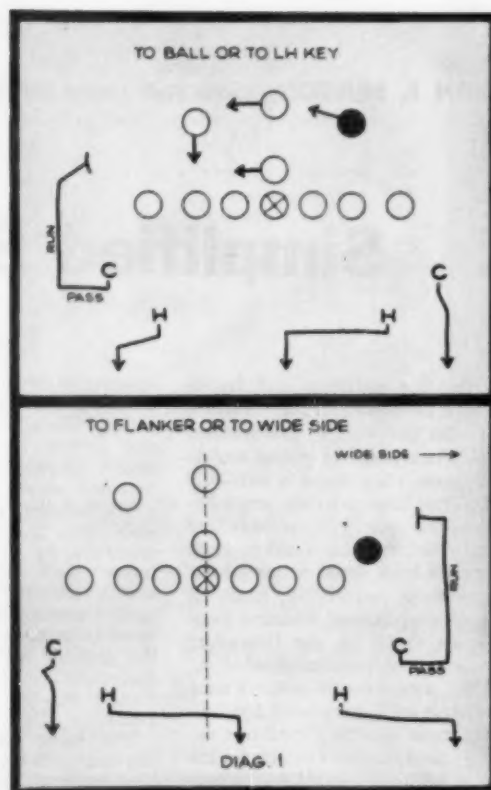
ALTHOUGH each defensive player must consider the possibility of a pass on every play, the secondary must make it their *first* consideration. This doesn't mean that the running game should be neglected. A well-coached team coordinates pass and running defense.

To get this coordination, you must have a defensive philosophy. You must assay your material, then devise a simple, understandable method to execute what you want to do.

At Johnstown High we subscribe to the "three-deep" philosophy and the corner defense or 5-4 front to contain the running game. Our junior high program starts the boys along this path, and repetitious training produces the desired results.

To have our corner defense and three-deep coverage at the same time, it's necessary to rotate (from corner defense to three deep). Like most teams, we've predetermined our rotation according to team tendencies, to flankers, to the open field, or, as shown in **Diag. 1**, on the ball or on various keys.

These rotating coverages are rather basic in our league, and people begin to figure out one another after awhile. So the thing we like to do which has helped us tremendously—is stunt in our secondary. We don't want the offense to know



By DAVE HART
Coach, Johnstown (Pa.) High School

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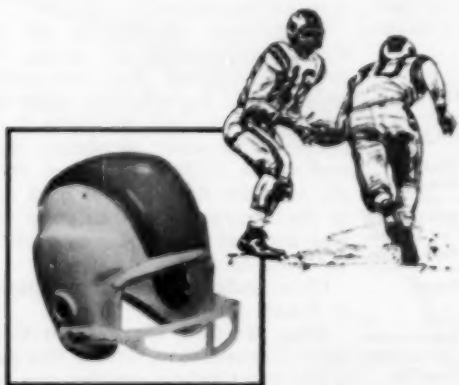
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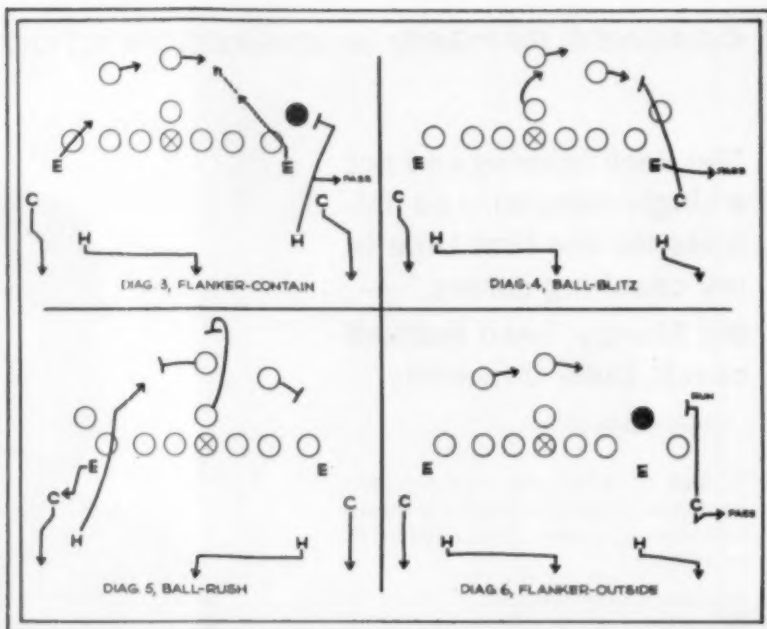
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whether corner men are containing or whether our safeties may be coming up.

This has also helped in covering receivers from various angles, and has prevented the offense from working on any one particular defender or from figuring out just what particular defensive maneuver our secondary might make. A very important factor in its success is that our kids have the confidence in it to make it work.

It's necessary to include our ends in some of our secondary stunts, as they must cover flat zones when corner men drop to the outside third on particular calls. If a particular front defense is called involving the end on his side, the secondary caller (usually the safety man) must remember to call a stunt not involving his end.

For example, if a defense is called on which the right end plays it crashing and tough, the right side secondary caller must remember not to involve his end on coverage. If his right end is called to angle

out, however, he can call a defense that brings his right corner man up ("Blitz") and his right end back to cover our right flat zone.

Secondary Stunts:

First, we call our predetermined key: Flanker—or Wide Side—or Ball. Secondly, we make one of our stunting calls: Rush—Contain—Outside—or Blitz. This stunting call applies only to the side to which our key has been called.

Secondary Alignment: Corner men—out 3 yards and off 4. Safeties—inside shoulder of end and back 7 yards. The inside foot is up and the first step, or steps, is back. The player keys direction as called, then reacts as he reads pass or run. (See **Diag. 2.**)

The end on the call side watches the action of the qb and the offensive end on his side. If the qb comes with east-west action and the end blocks (and he can easily read this), the defensive end comes outside to contain and take the pitch man on the option.

If the end releases or the qb shows south-to-north action, he drops to the flat. The left safety comes up on the snap and plays the off-tackle hole and the Split T qb option. The other secondary men revolve as shown and cover their thirds. Their first move is back and to their direction, picking up the flow and end to that side to read for the pass or run.

Other calls and stunts are shown in Diags. 3-6.

Diag. 3: Call is "Flanker-Contain." Contain man, who in this case is the right safety, watches the of-
(Concluded on page 51)

CHART FOR STUNTING MANEUVERS

Calls	Corner	Safety	End
Rush	Outside 1/3	Off Tackle Qb on Option	Pass-Flat Run-Contain
Contain	Outside 1/3	Pass-Flat Run-Contain	Run-Outside on 2nd man Pass-Tough
Outside	Pass-Flat Run-Contain	Outside 1/3	Tough
Blitz	Contain	Outside 1/3	Run-Outside on 2nd man Pass-Flat

Keys: Flanker—Open Field—Ball.

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By DICK COURY, Mater Dei H. S., Santa Ana, Cal.

All Year Round Football Program

THERE'S considerable truth in the adage that "Football games are won or lost during the off-season." With this thought in mind, we devote a great deal of time and effort to a good year-round program.

California's regulations are similar to those of other states. We have a certain starting date for fall practice; we're allowed no pads during spring practice; and we're allowed no team practices during the summer months.

We break our football season into five parts: (1) fall practice, (2) pre-spring practice, (3) spring practice, (4) summer conditioning, (5) football week.

First, fall practice. This is during the football season. Like everyone else, we try to beat the clock in the two to three weeks we have to prepare for the opening game.

Second, our pre-spring practice. This is a very important phase of our football program. This period extends from February 1 through April 25. During this time, we try to develop the body through weight lifting, rope climbing, and agility stunts.

We encourage all our players to participate in track or baseball, but those not involved in either report to us for our special program. We work for only one hour a day. If you have an activity period (we do not), this won't involve after-school work.

Having only two varsity coaches, we divide our squad into two groups, A and B (according to size). On alternate days, our line coach, Bob Woods, will take Group A in the

weight room, while I'll take Group B on the field for agility stunts and touch football games.

We alternate groups A and B except on Fridays. On that day, both groups report to the track, and we time each boy in the 50 and 440-yd. dashes. We try to have everyone run the 50 under 6.2 sec. and the 440 under 62.0 sec.

Our track coaches have asked that their boys be included in our program because of the added arm strength and quickness in starting produced by this work. Hence we feel this has not only helped our football program, but the entire athletic program at Mater Dei.

Third, spring practice. I sometimes feel that the California law forbidding pads for spring drills is a great advantage. Our spring prac-

AFTER four years as an assistant at Mater Dei H. S., Santa Ana, Calif., Dick Coury was elevated to head man in 1957 and promptly developed Mater Dei into one of the Class 2 powerhouses of the C. I. F. His teams have won 39, lost 5, and tied 2 over the past four years, including four parochial league crowns, one C. I. F. title, and two C. I. F. runner-up honors. A shrewd, resourceful, inspiring leader, Dick has firmly established himself as one of the top young coaches in the land.

tice usually runs from May 10 through June 5, and we work in shorts each day.

The purpose of our spring practice is to familiarize the players with our terminology, our entire offense and defense, and our general workout schedule for the coming season. We work out for 2 hours a day, 1½ hours on the field and ½ hour in the weight room.

We also have a Pentathlon consisting of pushups, situps, chinups, 50-yd. dash, and 440-yd. dash. We keep a running score of each event and post weekly each player's score. The winner of this competition is awarded a trophy and becomes a member of our "Red Tie Club," the highest honor a varsity football player can receive.

We end our spring practice with an intrasquad game (in shorts). Such games have been attended by as many as 1500. We try to get local pro ball players to put on a halftime show, and have been fortunate in getting such greats as Jim Martin, Johnny O., and Jack Kemp.

Fourth, our summer conditioning. We tell the players, "Get in shape to come out for football; don't come out for football to get into shape."

Each boy is on his own during the summer; however, we encourage the following summer conditioning: (1) weight lifting, (2) running the bleachers, and (3) trying to improve their Pentathlon scores. We encourage them to check out our weights and to work in small groups as much as possible.

We feel the most important phase of our summer program is our "Monarch Express." Just prior to the close of school in June, we give each player 10 self-addressed post cards. Once a week during the summer each player mails in one card, telling us a little of his summer activities. In turn, we take all the cards and send out a newsletter (Monarch Express) to every varsity player. This has done much to strengthen our team unity and team spirit.

We also try to attend the annual Shrine Football Game in a group; we charter a bus and take the entire team. Our teams have been noted for their early season conditioning, and this, we feel, is a credit to each player and his summer program.

Fifth, our football week. This is the first and most important week of fall practice, and we try to keep our team together as much as possible during it. We believe this is the week to develop and further team unity and team spirit.

We work them hard on the field and in the classroom. We have two-a-day sessions (8:30-10:30 and 4:00-

(Concluded on page 57)

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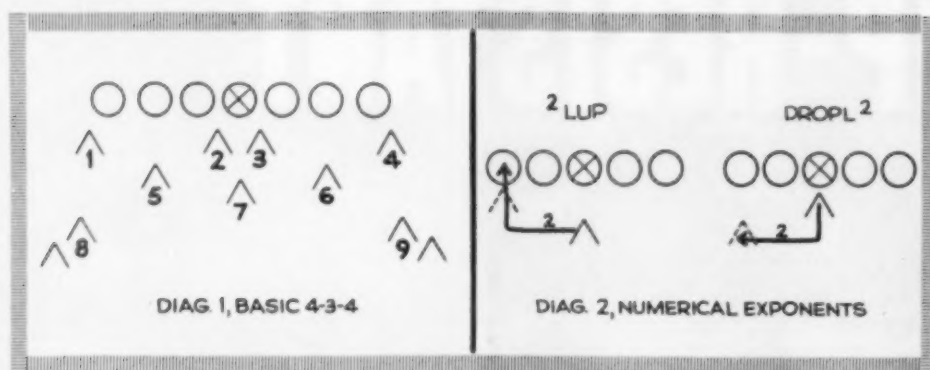
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Communicate with Your Defense

By **ROBERT GUTHRIDGE**, Coach, Berkshire School, Sheffield, Mass.

IN OUR annual appraisal of the season several years ago, one fact stood out clearly to the staff: Defense was our big game. Over the years it had won more games for us than our offense. A close examination of our daily practice schedules revealed that our defense changed more from week to week and season to season than did our offense.

With this fact firmly established, it became apparent that we needed better communication between players and coaches than any of the current systems provided. We reasoned too that if we could effect such communication, it would afford us much more time for the teaching of fundamentals.

After many false starts, it became quite clear that, to communicate, we needed words—new words. To this end I began listing all of the maneuvers that every player might make on every stunt in any defense.

The movements were placed in groups related to the direction moved laterally and at right angles to the line of scrimmage. A cross-reference file was then created, and the job of inventing the language began.

Our early attempts were crude and often necessitated exceptions and variations. Each time a vocabulary was rejected, the original reference sheets were re-written in our search for more concise and descriptive directives.

After the fourth chart was completed, I noticed quite by accident

that I had written a red dog to the right as *R-In*. This was it—the basis for the new vocabulary. In a matter of moments it was completed.

Ten new words were created, the definition of which could be learned by simply referring to the original sheets. Additional mental directives in the form of prefixes and suffixes were added in the form of the upper-case letters, R and L. These denoted the direction of the maneuver for each man from his basic alignment and positioning in the 4-3-4 defense. (See *Diag. 1*.)

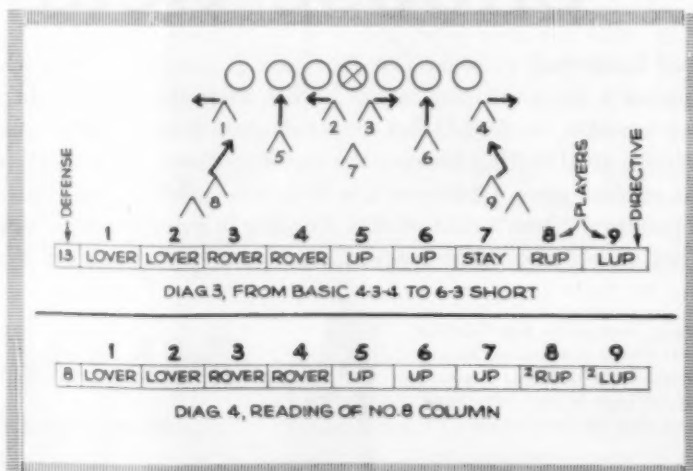
A numerical exponent was also added to tell how many steps were necessary. For example: *2LUP* means take two steps to the left and

move up to the next line of defense. *DROPL 2* means drop back one step while moving to the left two steps. (See *Diag. 2*.)

For purposes of simplicity, as in mathematics, there is a "one understood." This relates only to the directive R (right) or L (left). This simply means that, for example, on the directive *RUP*, the player takes one step to the right and moves up in accordance with the definition of the word *UP*.

A charge straight ahead was also understood, if the word wasn't prefixed with a directive letter. This completed the prefix, root, and suffix of the newly invented words. The glossary follows:

UP (RUP, LUP): To move up to the next line of defense. In the case of immediate linemen, charge but





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In megaphones	15c	10c	15.00/500 ctn.
Sno-Kones	10c	8c	149.50
Cotton Candy	10c	9c	275.00
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Hot Dogs	15c	7c	75.00
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play a hit-and-hunt game. Do not seek penetration.

Over (ROVER, LOVER): Move over to your right or left as directed by the prefix R or L. The move is to be one whole position from that you assume in the basic defense.

In (RIN, LIN): Move up to and through the next line of defense. Linemen crash. Line-backers crash.

Drop (DROPR, DROPL): To drop off to the next line of defense to the rear.

Loop (LOOPR, LOOPL): To loop behind the man to your right or left, direction depending upon the directive letter.

Having defined these terms verbally, I also felt a diagrammatic description was necessary. A second chart was made to cover this phase of the instruction and was posted in the locker room. Mimeographed copies were also given to each boy for his notebook.

The movement from our basic 4-3-4 to our 6-3 Short appears in **Diag. 3** with the verbal directives below it.

After the business of defining the new words had been completed, the only remaining task was to select the basic defense from which to operate. It now meant that, insofar as each player was concerned, a different defense was simply another word to be learned.

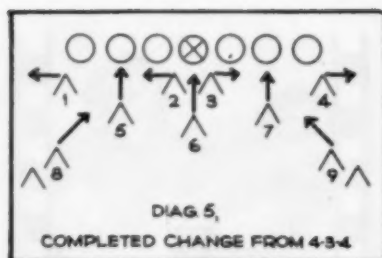
Selectivity wasn't a major problem. 24 defenses and stunts were recorded. This sounds like a great deal of work, but a player could make these changes by learning only 24 related words.

I began by selecting the defenses that tended to "bunch" the most men at the center point of the offensive line. The 5-4, the 4-5, the 6-3, and 4-3-4 were all considered. Each was diagrammed on the blackboard.

Using different colored chalk to indicate the movements from each of these four basic defenses to the 20 others, gave a rather vivid view of the distance and direction necessary to carry out the desired changes. Each completed unit was studied in the light of distance traveled, nature of personnel at the new locations, an over-all soundness of the changes.

After much study, I chose our 4-3-4 as the basic defense (**Diag. 1**). There are many others that could have been used—any in fact. But the 4-3-4 seemed to best satisfy our needs. From this I worked out the defenses we had used with success in past years. These were translated on the chart by means of the new words necessary to effect the changes from the 4-3-4.

It soon became evident that small



minor adjustments in positioning were necessary, but these turned out to be assets rather than liabilities; they stimulated the player to think and not to react to his play sheet as a machine.

An example of this might be where the No. 2 man's directive might call for him to move **LOVER**. In so doing, he might position himself (in relation to the offensive tackle) to the inside of where he should be on a regular 5-4 defense.

He'd then simply slide to a nose-to-nose position, or a little more to the left than **LOVER**. This is necessitated only where the position of the offensive tackle isn't static. It was clear that the role of the defensive quarterback was more demanding than it had ever been before.

At the first scrimmage in which the new means of communication was put to use, something seemed to be lacking. Yet I was at a loss to put my finger on it. Several days and two scrimmages later, I discovered what it was. I had failed to direct the team as a unit—when the shift of the defense was necessitated—in a manner as brief as I had directed the men within it.

That, however, wasn't too much of a job. I simply added the words **ABLE**, **BAKER**, and **CHARLIE** to every signal call.

ABLE: Line up in the basic defense and stay until the huddle is broken. At that point, go to the signal-called defense.

BAKER: Line up in the defense called, but return to the basic defense when the huddle is broken.

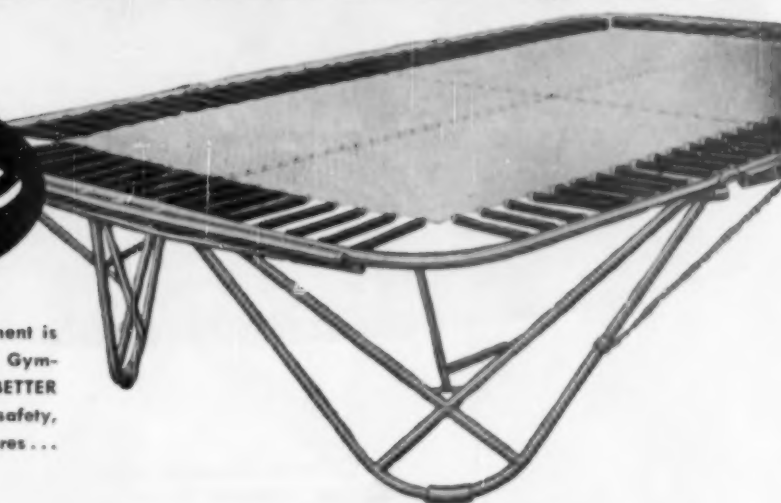
CHARLIE: Line up in the defense called, but move to the second one called on the snap of the ball. (This one is used later in the season.) Example: 2-6-Charlie.

Let's now look at a typical call, Able 8, given in the huddle. We're now in our basic 4-3-4 (**Diag. 1**). As the offense breaks its huddle, we move into a 7-2-2. The **ABLE** part of the signal call directed this first move. The 8 refers to the defense called and the horizontal column adhered to. The number 8 column, reading from left to right, is shown in **Diag. 4**.

Tracing the movements of these
(Concluded on page 41)

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Titon	8' x 16'	11' x 19' x 39"	11' x 1' x 6' 10"
Colossus	10' x 20'	13' x 24' x 40"	13' x 1' x 8'
Champion	4' x 8'	7' x 11' x 30"	7' x 1' x 4' 8"
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Defenses

By JOHNNY BARBOSE

Coach, Millville (N. J.) High School

EVERY coach should include goal-line defenses in his practice plans. Considering its vast importance in every game, it's surprising how often it's neglected.

We take pride in our goal-line defenses (we have three), and work on them for 15 minutes at least three times a week. Our philosophy is to prepare the boys by working them in game-like situations, rather than trust to luck on the day of the game.

It's ridiculous to assume you can stop the opponents from penetrating your 10-yard line. You must mentally condition your boys to the fact that the opponents will get inside the 10-yard line. We tell our boys that whenever the opponents drive to our goal line, they're going to be tough to stop—but *we're going to be tougher!*

We work hard on developing toughness, spirit, and a deep camaraderie, for the value of a good goal-line defense is threefold. First, of course, you prevent the opponent from scoring. Second, you develop the feeling that you can stop them whenever absolutely necessary; and, third, you derive that little extra spark and desire which are so essential to win games.

Coaches who normally employ a pursuit or slide type of defense must teach their boys another kind of defensive play for goal-line stands. Since any short gain can result in a touchdown, the pursuit or slide defense becomes useless.

We employ three different types of "spot" defenses involving low, hard, penetrating charging. We want our defense to penetrate as quickly as possible to a spot one yard behind the line of scrimmage. If this can be done, the boys will at least have

plugged their hole, and the end result may very well mean a loss of yardage or no gain for the offense.

We tell our boys that they can line up lower than the offense, and that if they'll maintain that low aggressive charge at the snap, we can beat them.

Whenever the ball is near or inside the 10-yard line, there's very little depth to defend. This, of course, limits the opposition in the long passing game, and enables you to put more men on the line and fewer in secondary; also, the secondary won't have to drop back too far. Our boys assume a four-point stance and charge for their spot (one yard behind the line) in a low, hard, and vicious manner.

Since the best goal-line plays (for short yardage) are the dive and quarterback sneak, we feel the gap 10 or the gap 8 is most effective—with the gap 10 preferred. This alignment gives us the best protection against the quarterback keep, fullback slant, and the short jump pass to the ends.

Gap 10 Defense (Diag. 1):

Ends, Tackles, Guards: Line up in a four-point stance in the gaps between the offensive linemen from end to end. At the snap, drive low and hard, and plug the hole, ready to tackle anyone coming in your direction; be ready to use the forearm shiver if necessary.

Right and Left Linebackers: Line up on the outside shoulder of the offensive end, a half yard off the line, in a semi-erect stance. At the snap, use a two-hand shiver on the offensive end, driving him in, and keying off the fullback. If the fullback comes your way, hit the offensive end hard and cover the corner for anyone coming at you—slants by the fullback or



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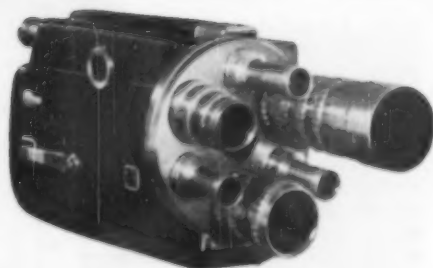
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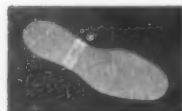
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the quarterback keep. If the offensive end blocks in, step in the hole—never rush the passer.

If the fullback goes to the opposite side, use the two-hand shiver and stay with the end, covering him man for man.

Right and Left Halfbacks: Line up two to three yards outside the line-backer on the line of scrimmage. At the snap, penetrate two to three yards in a boxing maneuver; don't let the offensive halfback hook you in, nor let the play go outside—keep all wide plays inside.

If they do run wide, force the play deep and wide to allow for pursuit help from your teammates, and try to strip play of all blockers. If any attempt is made to block you, employ the inside shoulder and forearm to hold off the block.

In a straight drop-back pass situation, drop back and cover the flat for swing men or screens, playing the halfback on your side. If the play goes away from you, check for reverse, then drop back.

Safety: Line up two to three yards from line of scrimmage directly in front of the offensive center, and key off the quarterback. At the snap, cover the end, man for man, on the side that the fullback flows and/or the quarterback favors if a pass develops. Otherwise, move with the quarterback, checking for a hand-off, off-tackle, or end run.

Against flankers up to five yards, cover conservatively, moving to the side of the flanker. If he flanks to the left as shown in **Diag. 2**, split the left half and left linebacker, while the right half moves from his outside position to a safety position over the offensive center. Both linebackers cover the offensive ends man for man in the event of a pass.



Diag. 3, Gap 8 Defense

Gap 8 Defense (Diag. 3):

Guards: Line up on all fours in the gap between the center and guard on your side. At the snap, drive low and hard, penetrating to a spot one yard behind the line. Try to grab any part of the quarterback possible, or any legs in your area.

Tackles: Line up on all fours in the gap between the offensive guard and tackle. At the snap, drive low and hard to a spot one yard behind the line between the guard and tackle. Tackle anyone pouring through your hole.

Ends: Line up in a three-point stance two yards outside the offensive end. At the snap, charge hard to a spot one yard behind the end toward

the halfback on your side. Your job is to cut off the quarterback keep play, fullback slant. Don't allow yourself to be taken out, causing a big gap between you and the linebacker.

If the ball goes away from you, penetrate a little and watch for reverse plays. In the event of a pass, be alert for screen or flare passes to your side.

Linebackers: Line up in a four-point stance between the offensive end and tackle. At the snap, drive at the end (if he's playing normal), using a forearm shiver with the arm nearer him or a two-hand shiver; then drive low and hard on a slight angle to a spot one yard behind the line. Be ready to tackle anyone coming your way. Rush the passer if a pass develops.

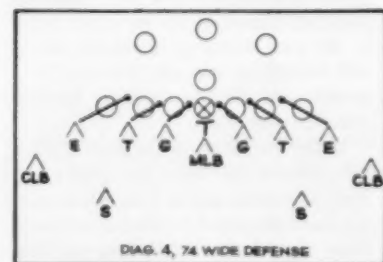
The reason for the drive on the end is twofold: one, to break the charge of the end on the linebacker; two, to slow down the end in case of a pass.

Halfbacks: Line up in a semi-erect stance one to two yards outside the end, three yards deep. Watch the offensive end on your side, keying off his movements. If he blocks to his inside aggressively, come up fast outside of the end playing the ball. Once in position, force the play to the inside. Never allow the ball-carrier to get to your outside.

If the end comes downfield, drop back with him, getting in position deep and outside, keeping an eye on him and reacting accordingly. If the end comes down and crosses over for a block on the safety or opposite halfback, react to normal rotation.

Safety: Line up, semi-erect stance, two to four yards deep, directly behind the center. At the snap, be ready to react quickly to either side. On running plays to your left or right, move quickly to cover the area between your end and halfback on the side of the play.

While doing this, you must determine whether any linemen are downfield. If no linemen are downfield, move in a normal rotation maneuver since a pass may develop. If there are linemen downfield, be sure to cover the inside of the halfback on your side.



74 Wide Defense (Diag. 4): This defense, which is used as a variation, is called "Wide" to remind the linemen to line up wide of their defensive opponent, on his outside shoulder.

Ends: Line up in a semi-erect stance on the outside shoulder of the offensive ends, and drive low and hard
(Concluded on page 61)

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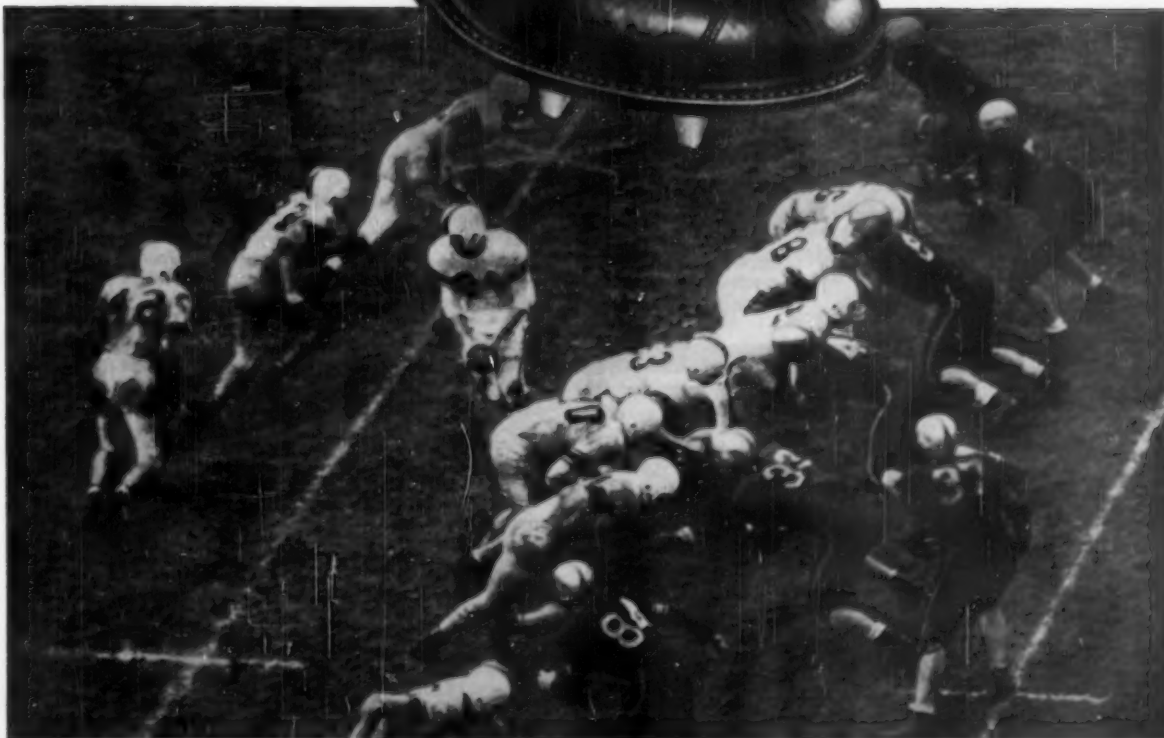
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Multi-Stage Passing

Action

By **BILL WALSH**, Asst. Coach, University of California

FOOTBALL is in a constant state of ferment. In no other sport is there such a continual cycle of change. A successful offensive innovation will stimulate a defensive change, and the defensive change will generate another offensive revision. It's a cat-and-mouse proposition, presenting an engrossing challenge to the men who coach it.

In the 1930's, offensive power was challenged by mass penetration. When this penetration was found vulnerable to quick-hitting traps and outside maneuvers, the T formation came into power (early 1940's).

This was countered with roving linebackers and/or wide-type defenses. Then along came the split T in the late 1940's to exploit defensive reaction after the ball was snapped, and it tore apart the popular defenses of the time.

By isolating individual defenders through the employment of large line splits and by striking quickly at these defenders and forcing mistakes, the Split T became, and still is to a certain degree, a very consistent and effective form of attack.

Of course the game has continued to evolve and defensive design has been methodically altered until the effectiveness of the original, basic Split T attack has been somewhat minimized. This has been accomplished by the addition of one defender in the proximity of the scrimmage line. This has tended to reduce the isolating effect and match the option maneuver man for man.

With defense again challenging offense, it has become necessary to contrive newer versions of existing maneuvers. Many teams have initiated certain additions to the basic option maneuver to regain its original effectiveness. It has become necessary to

add pressure on defenders at the point of attack and to reduce pursuit along the line of scrimmage, which has become extremely effective.

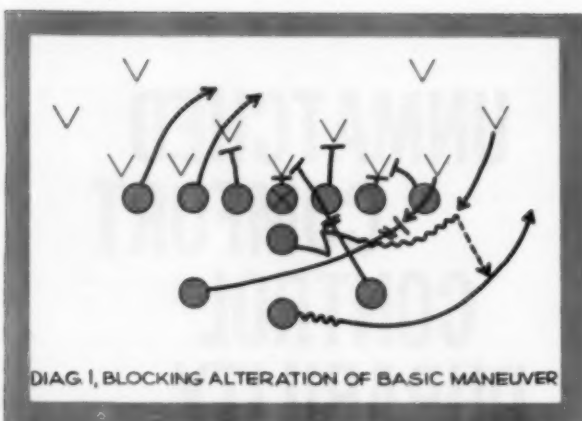
This has been, to a reasonable extent, accomplished by the addition of stronger blocking and a more deceiving fake in the area under attack—though a certain amount of desired speed is lost when utilizing these innovations.

Diag. 1 illustrates the ability of the altered blocking system to take advantage of any defensive reaction regardless how slight.

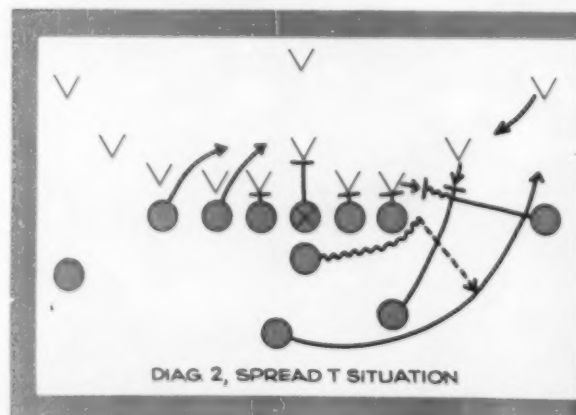
A more inclusive and decisive tactic that promotes defensive isolation is the spreading of certain offensive men into the flank areas. Because the passing attack is facilitated by this spread, especially the potent break-in pass, defenders are forced to compensate by moving out also.

While there are certain restrictions and disadvantages with this spread type T, the offense becomes extremely difficult to challenge when the pass is closely integrated with the ground game. Note in **Diag. 2** that any reaction by isolated defenders is, because of the distance factor, almost final in nature.

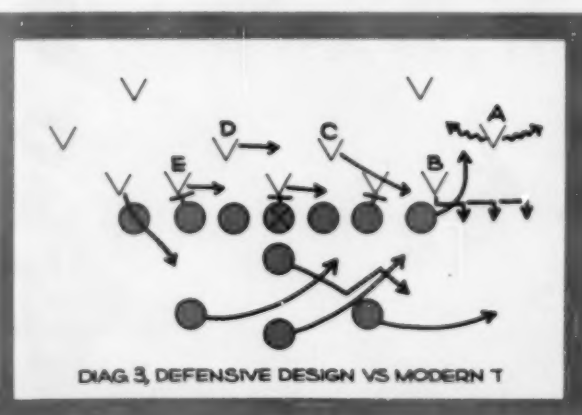
And so the game has evolved to a point at which individual action and reaction is placed at a premium. Of



DIAG. 1, BLOCKING ALTERATION OF BASIC MANEUVER



DIAG. 2, SPREAD T SITUATION



DIAG. 3, DEFENSIVE DESIGN VS MODERN T

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course the original option maneuver introduced this offensive theory; the defense soon countered with the nine-man front (added defender at the scrimmage area).

The offense has met this by increasing blocking power, by adding more emphatic faking, and/or by spreading itself to force added defensive isolation. This spreading effect also increases the offensive arsenal.

To compete with these offensive alterations, defenses now depend more upon prior knowledge of offensive weapons. With this knowledge, defenses are continually improving their ability to key and react to offensive movements. This reaction is designed to bring defenders in definite position to meet specific maneuvers.

Diag. 3 offers an illustration of a defense designed to meet a number of specific offensive weapons. Note defender A plays the possible break-in pass, B moves laterally to meet the swinging back, C fills the off-tackle area by keying the fullback, D moves laterally in pursuit after keying, and E moves down the line to meet possible counter actions.

Although defensive action of this type requires definite knowledge of offensive weapons, this type of complex defensive play is certainly plausible and successful when employed intelligently.

With this situation existing, it's rather obvious that much offensive or defensive success depends upon individual action and reaction. A perfect defensive reaction would theoretically stop any attempted maneuver, regardless of strategy, style of play, or the situation at hand. Superior manpower would alter this situation, but it certainly cannot be counted upon if the class of competition is of comparable caliber.

Consequently, the next turn in offensive design would be to somehow take advantage of the so-called perfect defensive reaction. The theory here would be to make any defensive reaction a mistake.

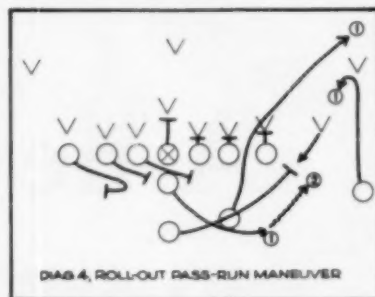
How can this be accomplished? Possibly by the design and development of maneuvers that unfold after the ball has been put into play, according to the defensive reaction to their assigned keys or their specific responsibilities.

A maneuver of this type could be operated from a basic pattern that offers more than one opportunity to the attacking team. An initial maneuver could be attempted; if the success of it was doubted, another would be immediately initiated; and possibly, if this didn't show promise another could be initiated.

This situation would actually add one or more stages to the original maneuver. A sequence of this nature could be termed a multi-stage maneuver.

The option, or forced reaction, type running play, such as the split T or belly type, or any option run-pass action, such as the popular roll-out type, could, to a limited extent, be

considered multi-stage maneuvers. If that one action is attempted with an alternative available, these maneuvers could be termed the simplest form of a two-stage action.



Diag. 4 illustrates the stages of the roll-out pass-run play; the circled numbers indicate the sequence of action.

The true multi-stage maneuver entails more distinct and varied stages than the originals. The pass, because of new techniques now being utilized, integrates well with the running tactics that have been described. There's no distinct order necessary, although the pass maneuver, because of its larger ground-gaining qualities, is given preference.

Another important aspect is that of the optimal area to strike. Apparently, more potential success is possible when defenders are spread from each other or isolated. There's also more probable chance of success when playing area is available in which to maneuver.

These effects are probably best available when a spread type T formation is utilized. With its ability to strike the open flank areas quickly with the break-in pass or quick toss, plus the ability to readily turn the outside corner—consequently adding pressure on defenders stationed to the inside—the Spread T appears ideally suited for multi-stage action.

With these weapons available, most multi-stage pressure can be directed to the outside with one or more stages involving the break-in pass, quick toss, or both.

Multi-stage thrusts to the inside (between offensive tackles) are difficult because of the time factor. Mental decisions cannot be made quickly enough, plus the fact that defensive recovery can be made successfully in this more restricted area.

A multi-stage maneuver will now be offered that should offer food for thought to the coach, and can be considered a possible trend.

A maneuver of this type certainly requires practice time and repetition. An offense cannot consist entirely of multi-stage maneuvers for this reason. Yet one maneuver, either as extreme as these or less so, can complement present type offenses very effectively.

The quarterback is definitely the key to this style of play; proper training and practice are certainly mandatory.

(Continued on page 62)

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COACH and athletes are reputed to be the most competitive people in the world. This is axiomatic, since winning is usually considered the only mark of achievement in athletics.

The emphasis on winning is exemplified by this statement by a prominent coach: "I'm the worst loser in the world. As a player I played to win and I coach to win. This is the only reason we play the game. At our school we don't even talk about losing."

With this tenacious drive to win, coaches and athletes naturally are interested in any kind of "gimmick" that will improve performance. They're willing to try almost anything, and are constantly studying the techniques, training procedures, and dietary practices of the champions. This curiosity is commendable, but it can be damaging. Before adopting an idiosyncrasy, the coach should be sure it's fully supported by scientific thinking.

The purpose of this paper is to pin-point and present a few general thoughts on the most controversial of these practices. These include: (1) The elimination of milk on the day of competition, (2) the use of food supplement, (3) quick-energy foods eaten during performance, (4) the use of oxygen, (5) high protein diets, (6) the use of weighted equipment, and (7) the effect of swimming on performance in other sports.

MILK ON DAY COMPETITION

Claims are that milk adversely affects performance because it increases the secretion of mucus, forms excess gas in the stomach, etc.

In a recent questionnaire study of nutritional opinions and practices of Utah coaches¹ in which 225 (75%) were returned, it was found that 139 coaches recommend milk for breakfast on the day of competition and 80 do not. 41 coaches include milk in the pre-contest meal, but 177 said "no milk." Many of the 41 who included milk in the pregame meal were obviously against it, as evidenced by the answers to subsequent questions and comments written by the coaches.

The author recently completed a

\$10,000 experiment on 24 Utah State University athletes. All food was furnished for the subjects, with various diets including (a) no milk, (b) one quart per day, and (c) two quarts per day. Where milk was consumed, it was within one hour of testing. Results of the tests indicated no significant difference in performance in the three controlled diets.²

Researchers at Michigan State University revealed similar results on a study possessing the same objectives.³ They pointed out that the "folk tale that drinking milk during training and before competitive trials causes 'cotton' or dry mouth and excessive gas formation which impairs performance was disproven by the study."

Milk isn't hard to digest nor does it have a lot of fat (4%). If it were acid forming, why would ulcer patients use it? If more mucus is secreted during competition, it's probably due to the increased amount of air (sometimes containing considerable amounts of minute dust particles) that passes through the lungs. This is an irritant, and the respiratory system naturally secretes greater amounts of mucus to eliminate the threat to the lungs.

The real issue, however, is that milk doesn't create the respiratory and digestive conditions found in competitive situations. If the athlete likes milk and wants to include it in his pre-game meal, there's no apparent reason why he shouldn't do so.

USE OF FOOD SUPPLEMENT

In the study of selected nutritional opinions and practices of Utah coaches mentioned above, 50% of the mentors recommended food supplement of one kind or another. Comments indicated that a large share of the remaining 50% would have done likewise if they had felt that good supplements were available to their players. Practically every well-known vitamin and mineral supplement, plus a number of

quick energy foods and even tiger's milk, were mentioned as being recommended by the coaches.

The author conducted a research project investigating the effect of a well-advertized vitamin-mineral supplement on selected gross motor tests.⁴ Subjects were members of the Utah State University football team and a group of physical education majors. All football players ate at a training table in the cafeteria and had relatively the same activity each day. Many similarities of diet and activity were also present with the physical education majors.

Both groups were divided into experimental and control groups, with the experimental men receiving the supplement and the control group placebos. Only the experimenter knew which men were getting the supplement. Measurements were taken at five different times covering a 12-week period. No statistically significant differences were found between the performances of men consuming supplement and those receiving placebos.

There's very little evidence to support the use of food supplements where adequate diets are utilized, and most athletes' diets are quite adequate. Even if the diet is inadequate, the money would be more profitably spent on food rather than "shot-gunning" vitamins and minerals with the hope that some unknown inadequacy will be corrected.

"QUICK-ENERGY" FOODS

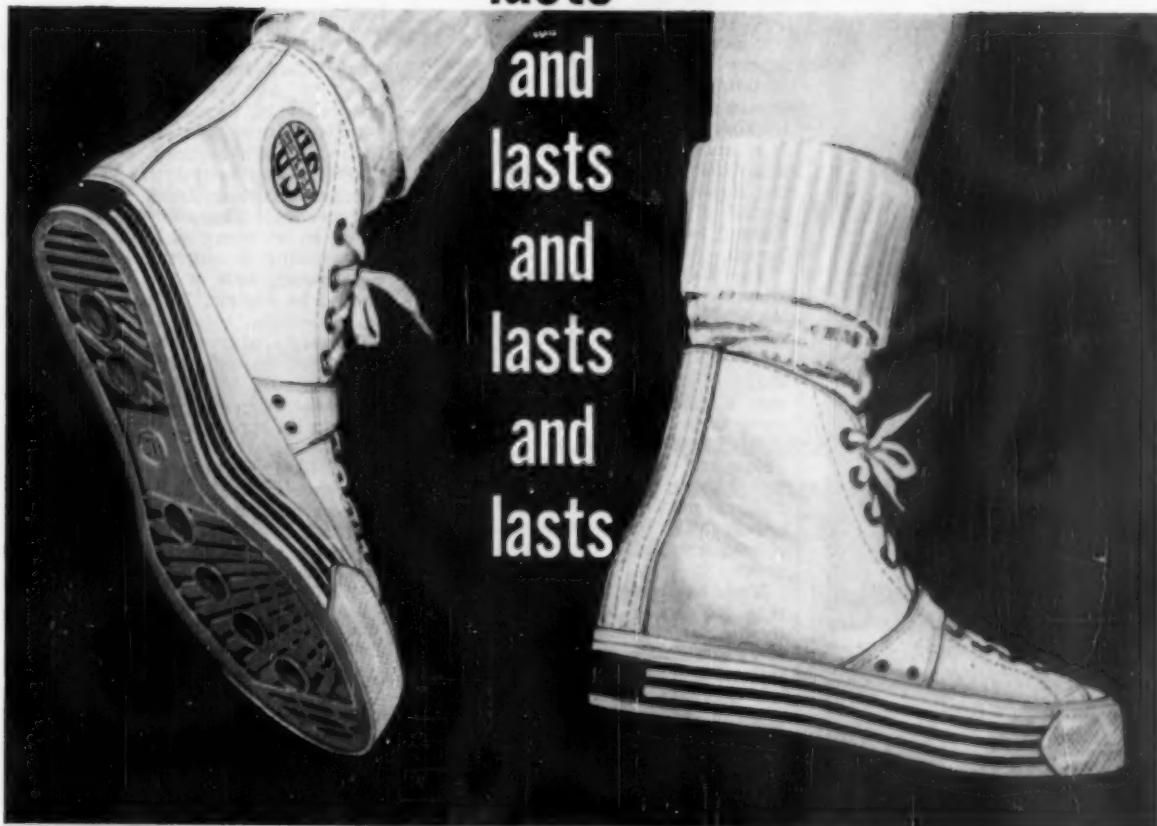
In the above mentioned study of Utah coaches, "quick energy" foods were listed as being used in the following number of cases: Dextrose, 59; oranges, 133; honey, 57; vitamin C tablets, 24; coke, 16; chocolate, 21; glucose, 12; sugar, 10. The coaches felt that basketball (82), track (57), football (45), wrestling (24), and swimming (19) would benefit most from these "quick energy" foods.

Those who use these products expect the fuel derived from the foods to contribute to improved performance almost immediately. The bulk of evidence disagrees with this thinking. The athlete's body nearly always has fuel available for activity. Studies indicate that the marathon, or similar long-endurance performances, might be aided by the addition of quick-energy foods, but most of our sports are of such short duration that there's no apparent benefit.⁵

The practice of adding more food, even though easily digested, cannot increase the rate of energy production when the supply of fuel is adequate. The fuel used in competition ordin-

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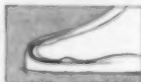
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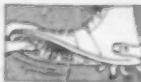
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arily comes from food consumed a day or two prior to the game or contest. The body is allowed to store fuel by relatively easy practices prior to the strenuous performance.

It's understandable that an extra gallon of gas added to a partially full tank won't make it go faster during a short ride. Most of our sports are of the short ride variety, and the best advice seems to be to save your money and work a little harder on the practice field. Use some much needed water for comfort and refreshment during rest periods.

USE OF OXYGEN

During the Winter Olympics at Squaw Valley, the use of oxygen in athletic competition was highly publicized all over the world. The U. S. hockey players, trailing 4 to 3 in the final match with Czechoslovakia, got a surprise visit from Nik Sologubov, the Russian captain, after the second period of play. He urged them to take oxygen as a pickup before the final period.

The players did—at least the news reports said they did—and crushed the Czechs with a six-goal rally. It was later learned that the player who scored two of the final goals didn't take any oxygen. Others were also alleged to have passed when it came their way.

Wherever altitudes of 4,000 feet or above are concerned, athletes can be found using oxygen during time-outs and rest periods. It's expected that recovery will be more complete and subsequent performance will be improved.

The available research indicates that oxygen is beneficial if utilized during performance but not before or after. The administration of oxygen following activity isn't indicated, since the decrease in cardiac output after cessation of exercise makes it possible for the blood to remain in the pulmonary capillaries long enough to achieve equilibrium with the alveolar air.

There's less agreement on the beneficial effects of breathing oxygen just before exercise. It's difficult to explain any benefit, however, in view of the fact that the arterial blood is virtually saturated with oxygen when room air is breathed during rest. Since it's impractical to administer oxygen during performance, it seems a waste of effort to attempt to improve athletic endeavors at a time when it won't help.⁶

Once again it must be said: Work harder while preparing for the sport so that the body can accommodate for the strenuous demands placed upon it.

HIGH PROTEIN DIETS

Special foods and diets seem to be the center of many idiosyncrasies in athletics. One frequently found is the practice of eating large quantities of meat, particularly in the pre-game

IN THIS provocative article, Dale O. Nelson (Ph.D.) presents a few views that may conflict with generally accepted theory or practice. He has, however, carefully documented his opinions and *Scholastic Coach*, as a clearing house of athletic information—both fundamental and controversial—feels justified in giving him a platform. A former high school and college coach, who has contributed to various scientific journals, Dr. Nelson is now an associate professor of physical education at Utah State University.

meal. When the Utah coaches were asked to rate the pre-game meal in the order of elemental composition—carbohydrate, protein or fat—the following combinations were listed: protein, carbohydrate, fat (112 coaches); carbohydrate, protein, fat (52 coaches); other combinations were listed by as many as four coaches.

According to nutrition experts, approximately 10% of the total calories should be protein, 35% fat, and 55% carbohydrate.

Research also discloses that high carbohydrate diets indicate best physical performance. This doesn't agree with the pre-game meals of steak and other high protein foods commonly recommended by coaches. Carbohydrates such as starches, sugars, cereals, etc., should be utilized more often for best performance—if scientific studies and information about nutrition mean anything to us. Let the athlete have some sweets if he wants them.

USE OF WEIGHTED EQUIPMENT

"Darn Crazy, These Cagers" was the title of a recent article⁷ telling about a coach who uses weighted vests and 20" leather mitts, jumping rope in overshoes to develop jumping prowess, sand bags attached to a vest to help develop running speed, and passing a heavy medicine ball to develop skill in ball-handling. At least these were the reasons mentioned for the use of this kind of equipment.

Baseball players invariably swing two or three bats before stepping up to the plate, and they utilize a weighted bat in batting practice. Track men often run in heavy shoes. Football players sometimes use heavier equipment in practice. Weight throwers in track practice with heavier equipment than is normally used in competition.

In fact, most sports utilize weighted equipment in one form or another, and not all of the practices are necessarily bad. Research on this issue isn't as clear-cut as it is in some of the other controversial areas.

The purpose behind these practices is to develop strength and endurance, producing improved performance. One must, however, keep in mind

(Concluded on page 62)

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Turns for the Better

By **CHARLES H. SCHLEGEL**

Swimming Coordinator, Plainview (N. Y.) Schools

THE importance of turning in swimming can best be exemplified by studying the times of the late John Marshall, who held world records from 200 meters to the mile. His most fantastic records up to 440 yards were set in 25-meter (27½ yard) pools.

Though his world record for 400 meters (1951)—set in a 25-meter pool—was 4.26.9, he never broke 4.37 in a long-course 50-meter pool! His fabulous timings were due in great part to his brilliant turns. The extra turns in a short-course pool made him 10 seconds faster.

This also applied to all the U.S.A.

world-record breakers up till 1956, when F.I.N.A. altered the rules to restrict world records to just 50-meter or 55-yard pools. Uncle Sam's record breakers were all supreme at turning, and the short-course pools allowed them to improve their times greatly, as in the case of American-coached John Marshall.

Turning is an art acquired through long hours of repetitious work. Each training session should see the aspiring sprinter practice the tumble or flip turn 25 times. Following are the main features of a good turn:

1. A strong push-off. This enables the swimmer to start in top gear. A

faulty push-off means loss of speed.

2. The execution—no distortion of the body from a straight line.

3. Surfacing and stroking at the right moment, to obtain maximum assistance from the push-off.

When coaching your swimmers in turns, you want to stress these three points in all strokes and all distances. This may not be advisable for the long-distance swimmer, but on the high school level we don't swim more than 200 yards in any event. There's no reason, though, why a swimmer cannot use the tumble or flip turn in the middle distances or distance races. A swimmer who conditions himself can use this turn the way John Marshall did.

FREESTYLE OR CRAWL

All turns are governed by specific rules. The freestyle competitor must touch the end of the pool or course with one or both hands before pushing off. This type of turn must be done in all international, Olympic, and amateur meets. In interscholastic swimming, the hand touch isn't required in freestyle turns. But, even though we meet teams that don't touch the wall, I teach my boys to touch with one hand.

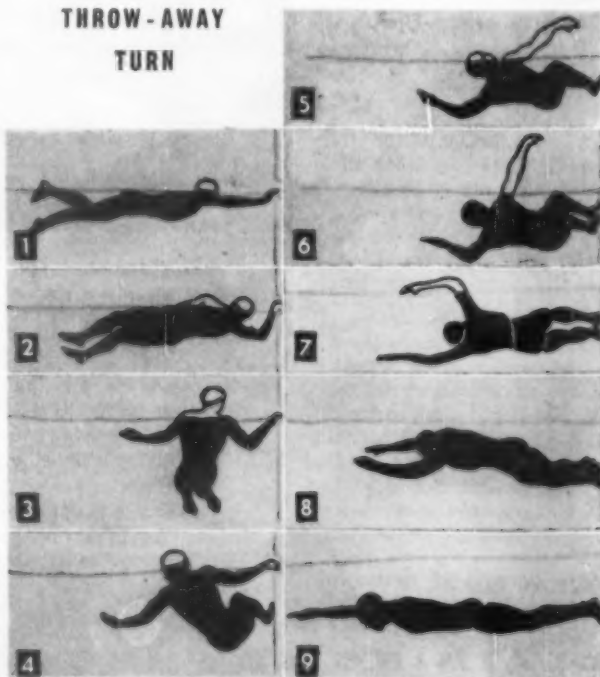
Many styles have been devised, but the three that are used commonly include: the tumble or flip turn, the spin turn, and the fall-away turn. The first two are sprint turns, while the latter is a distance turn. I hope the following pictures and explanations, taken from *Swimming and Swimming Strokes* by Max Madders, will be of use to swimmers and coaches.

The Throw-Away Turn: This turn is used in medium and long-distances swims. The body goes in to the wall without slackening speed and the touch is made with one hand (Fig. 1). As soon as the touch is made, the body tucks up and turns on to the side of the touching arm. The head comes out of the water and the feet sink (Fig. 3).

The free arm is used as a scoop to assist the body around and to keep it close to the wall as it turns chest downward (Fig. 4). At the same time, the touching arm leaves the wall and is thrown over the head (Figs. 5-6).

The swimmer finishes this phase with his back about two feet below

THROW-AWAY TURN





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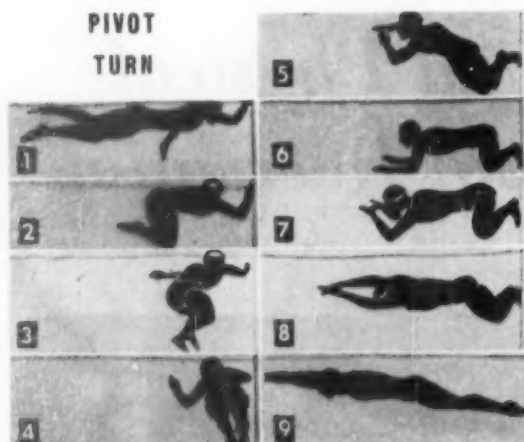
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PIVOT TURN



and parallel to the surface, knees well-bent and apart, and feet firmly planted against the wall and slightly apart for lateral balance (Fig. 8). The head goes down between the arms and the swimmer leaves the wall with a powerful push-off from both legs (Fig. 9). The body glides away under water in an absolutely straight line.

The Pivot Turns: This turn is used in races of all distances. The swimmer goes in to the wall without slackening speed. The hand touches the wall near the surface with the fingers pointing upward (Fig. 1). The body tucks as it pivots round the free arm (Fig. 2), which is used as a scoop to help the turning movement (Figs. 3-4).

The head goes down under the water, which keeps the legs high up near the surface. They're planted

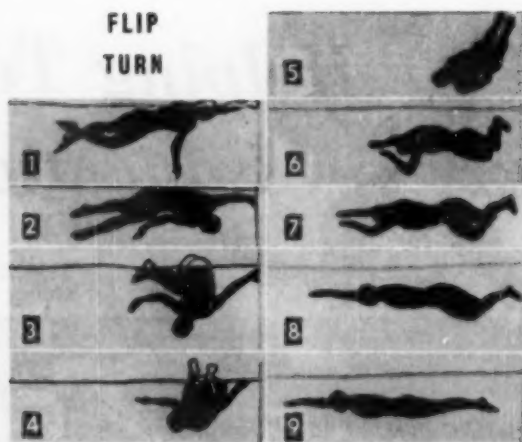
firmly against the wall, knees well-bent, feet together.

The touching arm comes forward and is joined by the free hand in front of the face (Fig. 5). They stretch forward just before the push-off from the wall, and the head goes down between them (Fig. 8). The body comes away on a glide just below the surface, absolutely straight in line (Fig. 9).

The Flip Turn: This is essentially a sprint turn and must be practiced until it's perfect. If bungled in a race, it's worse than useless. The swimmer comes into the wall at top speed (Fig. 1) and touches with the palm of the leading hand below the surface, but not so far below that the turning judges are unable to see the touch.

The body curves downward, following the arm into the first part

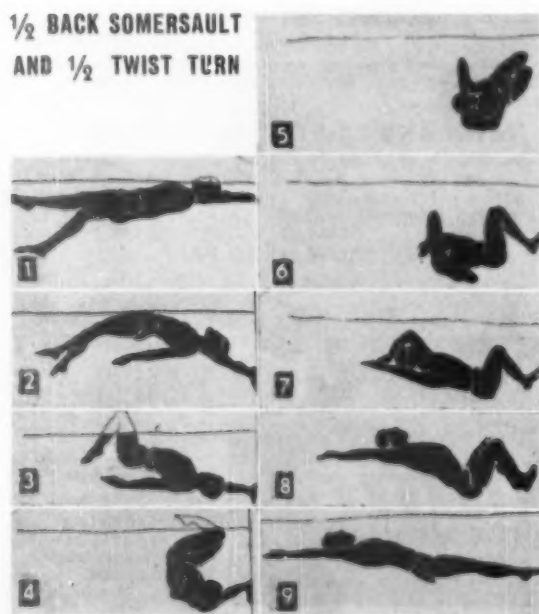
FLIP TURN



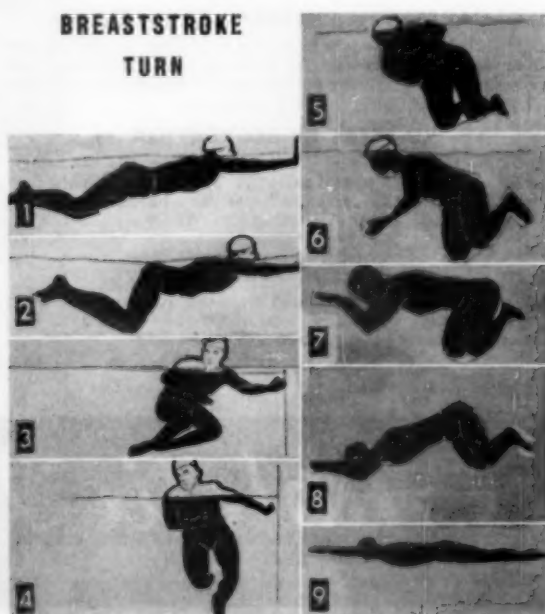
of a front somersault (Fig. 2). As the seat follows on close to the wall, the body is tucked up and a half-twist added to the somersault (Figs. 4-5). Because the head is well down, the lower legs are whipped around through the surface, and the swimmer finishes up face downward (Fig. 7), about two feet below the surface in the normal push-off position.

Throughout the movement the free (non-touching) hand makes the necessary scooping movements to complete the half-twist on the wall before the push-off. It's better to complete the somersault and half-twist before the push-off in order to be perfectly balanced. This avoids any chance of the swimmer coming away from the wall off his course—a fault that easily occurs whenever a swimmer is pushing away and twisting at the same time.

1/2 BACK SOMERSAULT AND 1/2 TWIST TURN



BREASTSTROKE TURN



A contestant in the backstroke must not turn over beyond the vertical toward his breast before his foremost hand touches the end of the pool for the purpose of turning. The penalty is disqualification.

BACKSTROKE

As in the freestyle, a spin turn may be performed or the "half-back somersault and half-twist turn," which is similar to the "flip turn" in freestyle.

Half-Back Somersault and Half-Twist Turn: This turn is very fast, but very strenuous, and must be practiced assiduously if it's to be of any advantage. It should be practiced in a pool of the same length as that for the race.

From the one hand touch (Fig. 1), the body tucks and goes into a half-back somersault at top speed (Fig. 3). The head leads the movement. As the body reaches the vertical, a half-twist is made (Figs. 4-5) as the feet are in contact with the wall—this is necessary if it's to be a legal turn. The push-off and glide (Figs. 8-9) are the same as in other turns.

With practice, it's possible to perform this turn with perfect precision and smoothness, but to misjudge it is fatal, as no adjustment can be made to correct it.

BREASTSTROKE

A contestant in a breaststroke event must, in turning, touch the end of the pool with both hands simultaneously on the same level; and in executing the turn there must be no anticipation of this movement until the touch has actually been made. Once a legal touch is made, the contestant may turn in any manner desired, providing the prescribed breaststroke position is obeyed when the feet leave the wall.

Breaststroke Turn: The touch on the wall must be made with both hands simultaneously, and the body kept perfectly on the breast (Fig. 1). The swimmer goes in to the wall without slackening speed, and as soon as the hands touch the wall the body tucks (Fig. 2), the elbows flex, and the arms push away to one side (Figs. 3-4).

The body sinks seat first (Fig. 4), to a depth of about two feet, and the hands separate to make a sculling movement, keeping the body close against the wall with the knees well-bent and apart and the feet firmly planted against the wall. The arms then move forward again, with the head coming down between them (Fig. 7). Immediately the legs straighten with a powerful drive, launching the body on a long upward glide to the surface (Figs. 8-9).

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Individual Pass Defense Techniques

THE perfection of the passing game has thrust a lot of additional onus on the defense. Nearly every team you face has a good passer, several good receivers, and many good passing patterns; and you've got to defend them carefully or you'll be passed right out of the ball-park.

Pass defense embodies two major considerations—the overall team pattern and the individual techniques. Both must be dove-tailed, or neither will be effective.

Since we've always emphasized techniques over alignments, we'd like to offer an outline of individual techniques which can put teeth into any secondary defensive pattern.

SET POSITION

Position of the Feet:

1. Left Wing and Right Wing: Angle in, heel-to-toe.
2. Left Safety and Right Safety: Square, toe-to-toe.
 - (a) Wider than receiver—inside foot back.
 - (b) Head on receiver—outside foot back.
 - (c) Inside receiver—outside foot back.

Position of Body and Arms: Crouch position with:

1. Knees bent.
2. Weight on forward foot or balls of feet.
3. Hands up.
4. Arms bent at elbows.
5. Alert but relaxed.

Alignment (see accompanying chart).

MOVE TO YOUR POINT

This is the point to move to while diagnosing a play:

1. **Set Point:** Hold your point until sure of the play—shuffle in place.

2. **Lateral Point:** A shuffling action parallel to the line of scrimmage.

3. **Vertical Point:** A shuffling action away (back) from the line of scrimmage.

When to move to the point (don't move too soon):

1. **When your receiver moves straight downfield**—move vertically downfield when the receiver comes even with the linebacker (three to five yards away from you).

2. **When your receiver moves laterally**—continue to move vertically at a reduced speed, but being alert for an offensive man crossing into your zone.

While moving to your point, diagnose the play. Is it run or pass?

1. Watch eligible receivers and know when they block.

2. Notice action of interior linemen.

(a) If they go for downfield blocking, it's a run.

(b) If they back up it's a pass.

(c) If they block along the line, it could be a run or pass.

Note: If the play is diagnosed as a pass, get yourself in a position to cover your area and play the ball.

POSITION ON RECEIVERS

Covering Receiver:

When covering a receiver, keep between him and the goal line. The cardinal sin is letting him get behind you.

1. **Vertical position:** 3 to 5 yards deeper than receiver.

2. **Lateral position:** keep the receiver on a line between you and the passer.

(a) Straddle the outside of the receiver.

(b) Look at the passer and see the receiver in your area at same time.

Note: Deep backs face the outside as long as possible because of no help to outside. Don't change from side to side. If no one is in your area, turn to inside and help. Act as an auxiliary safety man.

Footwork for Position:

1. Move in such manner that you're always under control. Your first move in any direction is a shuffling movement, similar to a boxer's slide.

2. Don't cross your feet.

3. **Try to make the receiver commit himself** before starting to run with him.

4. **When forced to run before the receiver commits himself**, use a combination run-and-slide. Face the same direction as long as possible, but try hard to make the receiver show first.

5. **After the receiver has committed himself**, turn to one side and run—covering your zone—and always looking through and feeling the receiver and the passer. (Remember, there's only one football in the game; once thrown, go for it.)

6. **When a receiver changes direction, or the pass is thrown**, bring yourself under control by shortening your stride or shuffling.

PLAYING THE BALL

When ball is in the air, go for it "tough":

1. Move toward the spot the ball is thrown.

2. Learn to judge where you can meet the ball at its highest point.

3. Go for the ball with both hands from the outside in.

4. Be rough to the ball. You have equal rights, but neither the receiver nor the defender can play the man instead of the ball.

5. Try to intercept every pass possible. Look the ball into your hands.

6. When to knock the ball down with one hand:

(a) Many times it will be impossible to be in a position to intercept. In this case, judge the ball—make sure to knock the ball away from the receiver toward the ground.

(b) When pass is complete, make sure tackle.

7. On short pass caught by receiver: Hit the receiver hard. Jar his spine away from the ball. Make him hear "footsteps."

8. Major duties after the ball is in the air:

(a) Go where the ball has been thrown.

(b) Block for your teammate who has intercepted.

BASIC POSITIONING FOR SECONDARY DEFENSE

	Depth	Normal	3-Deep Position	4-Deep Position
Left Wing	2-6 yds	4 yds		3 yds on outside of offensive end (normal post)
Right Wing	2-6 yds	4 yds	8 yds deep; 3 yds outside offensive end or flanker (depending which is widest)	(same as above)
Left Safety	6-10 yds	8 yds	(same as above)	8 yds deep, head-on offensive end
Right Safety	6-10 yds	8 yds	(same as above)	(same as above)

(c) Tackle their receiver.
9. Quick recovery and extra speed to the ball after it's in the air. Extra speed and "pick-up" in the last four or five strides to the ball is one of the greatest assets a pass defender can have.

POINTS TO STRESS IN COVERAGE

1. Set yourself low and keep low.
2. Get position on your receiver and stay there.
3. Keep receiver and passer in vision.
4. Go for ball "tough" when it's in the air.
5. Intercept, knock ball down, block, or tackle according to the situation.

DEEP SECONDARY

1. When tackling on defense—make sure. Sureness is better than how hard you hit them.
2. Come up fast on running plays from the outside.
3. When playing zone pass defense, you carry a man approximately 5 yards. Do so most cautiously. Watch for a crossing man into your zone.
4. Don't misjudge long passes. This is an art. Look at the ball all the way.
5. Deep secondary must first check for a pass, and then the run.

Communication

(Continued from page 22)

men, the completed change from the 4-3-4 looks as shown in **Diag. 5**. Note the two outside safety men are static in all defenses.

It wasn't long before we realized that our new language had given us more than we had hoped for. In addition to the valuable time gained, we eliminated many errors and thus increased team morale. We were all able to communicate better.

This became particularly valuable at game time. Any drastic changes in the offense could be met quickly and accurately. On the weekly Pre-Game Data Sheets, we simply list the defenses we're going to use for that particular game, and, if necessary, add a special one not previously coded. Any special defenses are given a double digit, such as 66 or 88.

With this system, halftime discussion certainly becomes more meaningful and more productive in facilitating changes either in the movements of the unit or in the movement of individuals.

Perhaps the best part of the new language is that it has given each man a mental reference point from which he can better see and understand the defensive play and his relationship to it.

As an offensive rule blocking, many of the moves seem, after some usage, to be common sense.

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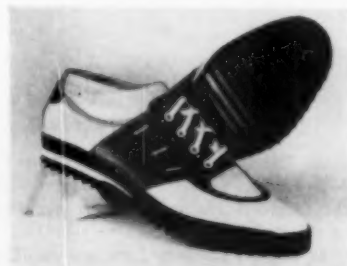
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By HOYT N. SANDLIN, Duncan, Okla.

THERE must be an easier way to supplement a teacher's salary than athletic officiating. At least that's what I keep telling myself. But just when I'm about to be convinced of the advisability of selling insurance or punching tickets at the local drive-in movie, along comes the first crisp, fall night when the lights suddenly go on down at the stadium and the crowd starts gathering and I can hear the whistles blowing.

Then I know I'm sunk for another year. It must be the sound of those whistles blowing—like every true son of Whistler's Mother, I respond like a ricochet. I start boning up on the rules book, attend the first rules

Then you can look forward to calling three basketball games alone some night in a pint-sized gym where you can run off five pounds trying to be some place where 10 other tennis-shoed individuals aren't.

But now that the fever's hit me again, I've got to study the latest (a) rule books, (b) interpretation meeting folders or handbooks, (c) case books, and (d) the state athletic bulletin. Also I can re-arrange my family's schedule so I can attend all rules interpretation meetings and clinics within a 50-mile radius, and all the local officials' group meetings. To say nothing of every other game in town—to check the other officials' techniques, of course.

I can study for and take the annual state rules exams. I can pay my registration fee, qualify for state membership, and get my new Official's card. Then I can start filling up my schedule.

I can replace my old shirt with a new long-sleeved knit one. (My wife is very understanding about these little expenses. She should be. I turn the checks over to her.) And I can start exercising so I'll be able to run down the 100-yard field the first night without falling flat on my face.

Then I'm ready to start to my first game. Do you know what the written law is requiring the fulfillment of contracts by athletic officials?

Well, sir, it's a mighty fine and fair ruling—if you happen to be looking at it from a coach's viewpoint, that is.

An official is excused from his obligation—that is, showing up for a game—under the following two conditions. And I quote:

1. Death or severe illness of himself or of his immediate family.

meeting of the season, check the cleats on my football shoes, and break the news as tactfully as I can to my wife that she's got to start ironing those referee pants again.

And for what?

So I'll be the most unpopular man in the county? So I can tear up the feed line on my car 20 miles from town with 30 minutes left till game time? So I can drive through duck-drowning rains or on glassy pavements? So I can spend the next six months appeasing my wife and kids for my nights out?

Then there's always the night to look forward to—the night the athletic director pays you off with a muttered, "You weren't so hot in there tonight, Son."

Or the night your wife sits next to the home team coach's wife and decides to tell her in a few choice words where she can go—the destination being roughly the same as the coach's wife has been verbally sending you to all evening.



2. Fire, flood, impassable roads, or other adverse acts of Providence.

Well, now, I think No. 1 demonstrates some very generous thinking—especially in view of it occurring to the official himself.

But now let's see. Suppose my wife has a baby. According to the medical profession, that doesn't fall strictly under "illness." It certainly isn't due to fire, flood, or impassable roads. I suppose, if the hiring coach were of a reasoning type of mind, it could be classified as "adverse act of Providence."

You might possibly get by in case of a tornado. But suppose your brother came in from four years in Alaska, with only one night to spend: Do you suppose the ruling accounts for that? Or when the superintendent of the school where you're presumably a teacher, calls a faculty meeting for that night?

And I couldn't find a thing to cover the event of being given two free football tickets to the Oklahoma-Texas game last year, provided we could leave on Friday afternoon.

That's what I kept telling my wife. And telling her. And telling her. Did you ever try to reason with a wife who's frantically waving two free tickets before your dazed eyes and pleading passionately with you to "Just this once, let's go!"?

It can't be done. Let me tell you. Like the seasoned Broadway stars, an athletic official knows that, no matter what the heartbreak, no matter what the cost, The Show Must Go On. (That bit of overplayed drama didn't convince her, either. It was six days before she spoke a word to me beyond, "Pass the bread" and "Your daughter just spilled her plate of spaghetti on the floor.")

But then, supposing that fire, flood, etc., hasn't occurred and it's even a fairly presentable night and the car has worked fine and you got to the game an hour ahead of schedule.

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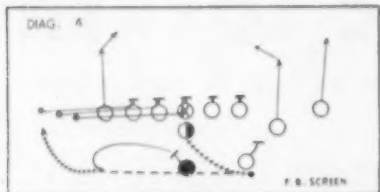
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The Roll-Out Series

(Continued from page 11)

We found it desirable to have the off-side (left) end stay in and pass block, and use him as a "dump" man or "safety valve" if necessary. He was especially helpful whenever the qb reversed out without benefit of a backfield faking action and the fb couldn't sustain his block on his man.

Since this occurred at times, or when we were getting full rotation plus a strong rush from the off-side defensive end, we put in a screen pass to the off-end, as illustrated in **Diag. 6**. On one occasion we gained approximately 50 yards on the screen pass to the offside end.

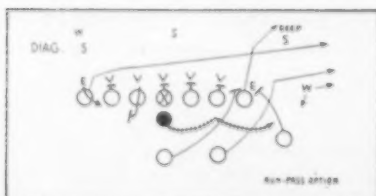


Diag. 6 illustrates a screen pass to the fb off a qb's roll-out action run for a td by either the Pittsburgh Steelers or the Philadelphia Eagles two seasons ago.

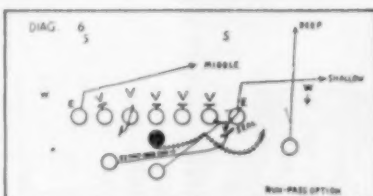
In 1958 when my high school qb rolled out, it was always an optional run-pass play. While we continued to run the pure option most of the time, boxing end play either forced the qb to cut back inside and run with the ball, or to pass from behind his offensive tackle's position, thus eliminating his option of the run-pass on the corner defender. The fb wasn't able to contain his man (end) and to eliminate him from the play.

This defensive maneuver opened up the off-tackle hole and we exploited it fully with a two-way optional run play between the fb and qb off the conventional fullback ride series.

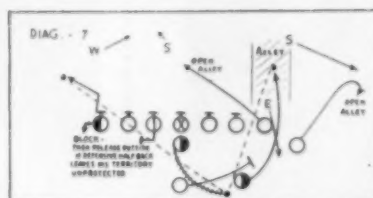
Since we still wanted to have the option of a run-pass on the cornerman, we had the qb ride the fb and had the flanker back from the strong formation block in on the second man from the outside, permitting the qb to roll around him and option run-pass on the corner defender, as illustrated in **Diag. 5**.



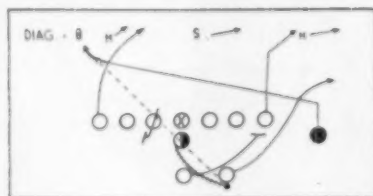
It became necessary, however, to release the off end in order to saturate the zone with three potential receivers. We found the play more effective when we flankered the rhb right, and brought the off-side hb around to seal the end in off a belly-ride fake to the fb, as illustrated in **Diag. 6**.



Another method of coping with the boxing end was to eliminate the run and operate the play solely as a pass. The right end breaks in, forcing the safety to play him, and the wing breaks out, hooking to the outside, forcing the defender to play him. The on-side (right) hb swings up instead of sliding to the flat, as illustrated in **Diag. 7**.

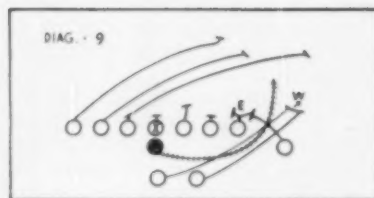


The off-side end stays in and blocks, but keys on the defensive back on his side. Should the latter attempt to pick up the on-side end coming across so that the safety can pick up the hb in the "alley", the off-end runs a quick-out pattern into the defensive back's unprotected territory (**Diag. 7**).

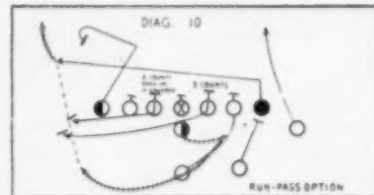


Diag. 8 illustrates a roll-out pass play Yale employed successfully for a 25-yard TD during the 1958 season, throwing to the flanker back down and across after the off end had taken the defender deep on his side of the field.

There were certain situations when we felt it more desirable to have the



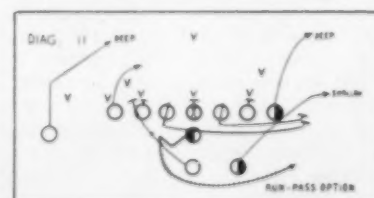
qb run with the ball, rather than to attempt the option play. We whipped the defensive end by blocking back on him from the outside, with double-team blocks at the hole (**Diag. 9**). This proved to be very effective, as the qb merely rolled out without any backfield faking action on the keeper play. In one game our qb scored three times with this play, the last one being a 93-yard run for the winning td.



Since we frequently rolled out to the strong side, we put in a counter pass (**Diag. 10**), to off-set over-loading defenses. It was necessary, however, to first fake the fullback ride, and we never tried to run the counter without first faking backfield action. The qb used both the reverse pivot, as illustrated in **Diag. 10**, or an open (front) pivot.

I recall one game in 1959 in which we attempted only one pass—the counter pass to the right end coming across on the drag pattern. He picked up a peel-back block from his left end, eliminating two defenders from the play, and went 54 yards for the winning td!

In this play (**Diag. 10**), the guards hit out for two counts, then come back to block the first man who threatens the qb. If the defensive end comes across square on the back side, the lead guard should block him out, permitting the qb to break back inside of him if he decides to run with



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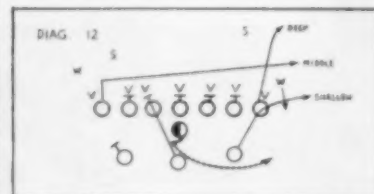
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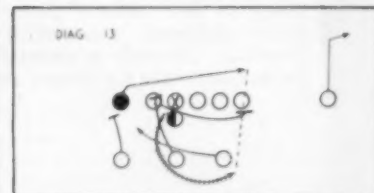
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the ball. Anytime the qb decides to run, he should holler "Go" or "Block", releasing his linemen to go across the line of scrimmage and block down-field.

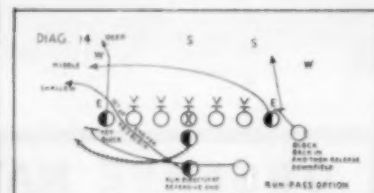
Diag. 11 illustrates a roll-out counter pass which Ole Miss has used with much success.



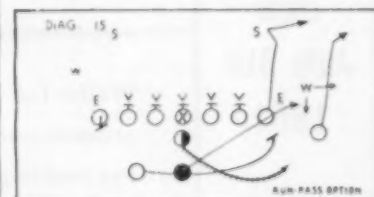
Diag. 12 is a similar counter pass which Texas used several seasons ago.



Diag. 13 shows a counter pass which the Air Force Academy used off its lonely end offense.



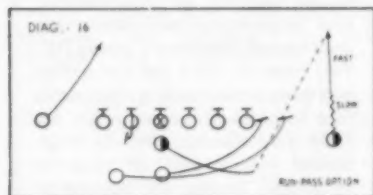
A second counter measure employed with success to take advantage of the overloading defenses versus our strong or power formation was to roll out away from the flanker, as shown in **Diag. 14**. The fb replaces the hb who ordinarily goes shallow, and the off hb must now execute the containing block on the end's man, to permit the qb to option run-pass the corner defender. In the only game which East Orange lost in two years, 14-13, this particular play produced a 17-yard td.



Diag. 15 outlines a roll-out toward the flanker from a wing right formation which Navy used with great success in 1958. Note that the play is similar to **Diag. 6**, except the fullback ride is executed first in the latter.

Diag. 16 illustrates a one-man pass pattern to the on side, with the qb executing a carry-out or sprint-out maneuver, which was good for 13 tds by the N. Y. Giants over a two-year

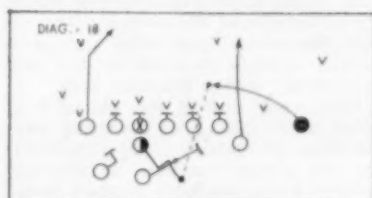
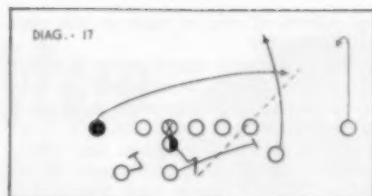
period. The flanked back merely released slowly from the line, then turned on a burst of speed when the deep defender moved up to stop the anticipated running play. If the defender laid back, the qb ran with the ball.



Diags. 17-18 illustrate Army's roll-out pass pattern off the lonely end of offense.

Diag. 19 outlines Yale's "flat to halfback" roll-out pass which was exceptionally effective in upsetting Princeton several years ago, producing nine completed passes in the defensive left half's territory. The on-side end took his man deep, and the hb merely followed 10-15 yards before breaking out.

The success of the attack, especially the option run-pass, depends primarily on the qb. He must possess not only all of the attributes of a good qb with respect to ball-handling and faking, but he must have the speed and durability of a halfback or a single-wing tailback. This is essential since he'll run the ball more than 50% of the



time when he rolls out on the option run-pass play.

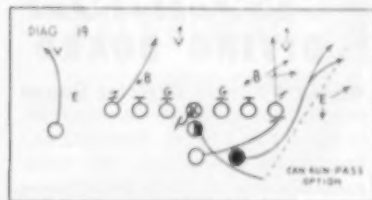
It's possible to run the roll-out off almost any offensive plan and formation, with innumerable pass cuts and variations. Without doubt it's one of the most popular passing plans extant, as the ball is generally thrown from behind the offensive tackle's position or even farther to the outside, depending upon the reaction of the corner defenders.

If the defense immediately forces the play from the outside, the qb must pass the ball quickly. If the corner of the defense waits and doesn't try to contain the qb immediately, the latter is now in a position

to exercise his option of run or pass, depending upon the second reaction of the corner defender.

Since the pass isn't difficult to execute, we practically eliminated our straight- or drop-back passes. Considerable time was thus saved in our organizational planning, since it wasn't necessary to practice and coach the various techniques required in drop-back passes.

We found that our roll series integrated very nicely with several of the Split-T plays which we were using, namely the fullback slant, the off-tackle pass, the counter pass, and the halfback counter, as well as with our belly ride and other offensive series.



In executing these and other plays, as well as the roll-out series, the qb used either a reverse pivot or a front or open pivot. Consequently he was able to put pressure on the opponent by merely sprinting or reversing out without benefit of an initial backfield faking action. Or he could fake the backfield action first, then exercise

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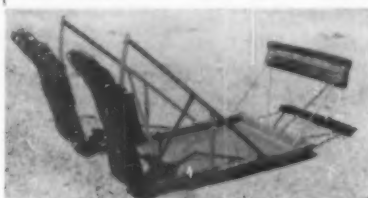
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his option of run or pass on the corner defender.

The opponents threw everything at us in attempting to stop our outside option play, and it became necessary to make offensive adjustments from week to week. We found our other series, namely the previously mentioned Split-T plays and the belly-ride series, especially effective when the qb employed the reverse pivot, as the opposition generally defended outside quickly in order to stop the anticipated option run-pass play.

Conversely, when the qb used a front pivot instead of reversing out, he could get outside more effectively for the option run-pass, as the defenders had a tendency to react more normally and uniformly, instead of covering outside immediately. The latter was especially true whenever backfield faking action was employed, although we were successful in executing the roll-out off the qb's carry-out or sprint-out maneuver without benefit of an initial fake.

While you might consider employing both types of qb pivots, I favor reversing out for the following reasons:

1. Many defenders key the qb, reacting to his first movement. When he reverses out, the qb's initial movement is usually in the opposite direction the play is going. I feel this helps "freeze" linebackers and secondary defenders for just a second or so, giving the offense an opportunity to gain the extra step needed to get outside.

2. The qb comes deeper behind his blockers when he rolls back, making it more difficult for penetrating linemen to destroy the continuity of the play.

3. Since the qb is automatically deeper when he reverses out, he's in a better position to mesh with his fb if your roll series employs this type of backfield faking action. As qb and fb approach the line of scrimmage together, the former is in the best position (facing out slightly) to size up the defensive area under attack, and he can more easily defeat the end or corner defender.

4. Passing the ball from a reverse out isn't too difficult. The blockers can get to their opponents quicker, since the threat of a pass isn't immediate as the qb reverses out. It's more important to develop timing and judgment than actual passing technique. The qb should throw a soft ball, laying it in front of the receiver whenever forced to get rid of the ball quickly.

Other pertinent coaching points for your qb include:

1. Assuming the option play has been called in the huddle, roll out under controlled speed and don't decide whether you're going to run or pass until the defenders force you to make the decision.

2. Carry the ball about chest or neck high, threatening the pass immediately. This action not only forces the defense to react immediately, but it's safer as you're less likely to fumble if you or the ball is bumped.

BRILLIANT organizer, tactician, lecturer, and author, Don Fuoss arrived at Purdue two years ago after compiling a sensational record both on the small-college and large-high-school levels. His undefeated Shepherd College (W. Va.) team in 1955 led the nation in scoring while holding opponents to a total of 31 points; while his 1958 East Orange (N. J.) High School eleven won all nine of its games, limiting the opposition to just 27 points. Coach Fuoss is also the author of two superlative texts, "Quarterback Generalship and Strategy" and "The Complete Kicking Game." Scholastic Coach "discovered" him in May 1952, when he contributed a learned paper on the significance of the Olympic Games, and last fall he contributed a two-part series on "hanging" defensive end play.

3. Turn the body directly toward the receiver, being prepared to react immediately to the corner defender's reaction. If the defender rushes and forces the play, throw a soft, controlled pass, utilizing the hand, wrist, and forearm—analogue to the quick motion you'd use in throwing a dart. The pass should have a sufficient lead, permitting the receiver to run under it. Remember to follow through and to cover the pass, if possible.

Both coach and qb should know well the passing and receiving personnel. For example, I instructed my high school qb *always* to throw the ball in practice. My reasoning was two-fold: (1) I wanted to give my qb experience in passing, and I wanted to keep the receivers "hungry" so they'd run hard in a game and spread the defense; and (2) I didn't want the qb subjected to gang tackling in practice as he might be injured.

Conversely, in a game I instructed the qb *always* to run with the ball except when the defenders rushed him hard and forced him to pass. Once again my reasoning was two-fold: (1) We had only one capable receiver, but he wasn't always able to get open or in the pass pattern, while the other receivers frequently dropped "on target" passes in practice and in games; and (2) when the qb ran the ball it was almost always a sure gain, even though it might only be for short yardage.

More frequently than not, however, when the qb rolled out and decided to run, he'd pick up peel-back blocks from the downfield receivers which enabled him to gain considerable yardage.

The popular and effective roll-out series is an excellent attack for most any level of football competition, providing you have a good running quarterback.

Scouting Plan

(Continued from page 13)

C (any characteristic manner in which punts are handled); D (the kick-off pattern showing how the kick-off is made, who does the kicking, and the distance the ball traveled); and H (the defensive pattern).

We want to obtain as much information on defensive personnel as the scout is able to jot down. Anything that the scout observes and considers significant should be noted, if at all possible.

When the coach is presented with the four copies of the scouting form, representing the four quarters, he's able to arrange them in the order in which they were recorded, and see the entire offensive attack and progression throughout the game. He can see the pattern of attack, the players relied upon to carry the attack, and their relative success. He can recognize the different strategy employed at different points in the game. He can identify the areas of strength and weakness and the merits of the various key players involved.

He can, upon a similar study of the defensive charts, become aware of the defensive patterns employed by the opponents throughout the game. He can observe the areas of strength and weakness that developed, as well as the personnel responsible for them.

The more facility and understanding the coach has in interpreting this scouting form, and the more adept the scout is in making accurate observations, the greater the variety of information that can be gleaned from studying it.

We've found this scouting form to be simple to work with and easy to interpret. It's designed to provide the greatest amount of scouting information in the absolute minimum amount of space possible. It requires very little explanation to understand its make-up and use. It takes only a few minutes to become familiar with its organization and arrangement.

We believe that this scouting plan satisfies the basic needs of the high school coach for usable scouting information.

Secondary Stunts

(Continued from page 16)

fensive end on his side, reading him for pass or run.

Diag. 4: Call is "Ball-Blitz."

Diag. 5: Call is "Ball-Rush." Anytime a ball key is called and the qb shows a straight drop-back action, the rotation always reverts to the flanker. The safety can take the flat and the end pressure, or can react as shown—depending upon personnel.

Diag. 6: Call is "Flanker-Outside."

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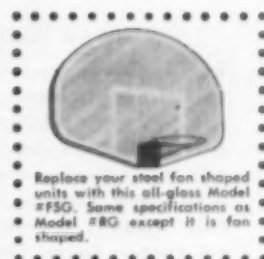
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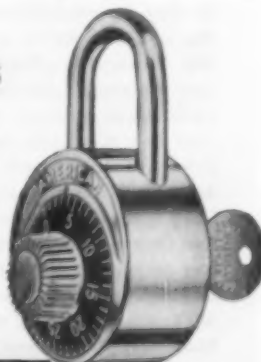
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1961 ALL-AMERICAN H. S. BASKETBALL SQUAD

Name and School	Ht.	Ave.	Coach
Reggie Harding (Eastern) Detroit, Mich.	6-11	31.0	Bob Samaras
Haskell Tison (Geneva) Ill.	6-11	29.5	Mel Johnson
Ron Krick (West Reading) Pa.	6-9	32.7	Richard Sherry
Gary Cook (Idaho Falls) Ida.	6-8	22.4	Charles Bills
Fred Hetzel (Landon) Bethesda, Md.	6-8	25.1	Ed Barton
A. W. Davis (Rutledge) Tenn.	6-7	36.4	Billy K. Nicely
Bogie Redmon (Collinsville) Ill.	6-7	20.9	Vergil Fletcher
Bill Bradley (Crystal City) Mo.	6-6	34.9	Arvell B. Popp
Carlos Gripado (Pawhuska) Okla.	6-6	23.2	Jim Killingsworth
Marty Lentz (Mount Vernon) Va.	6-6	36.7	Mike Skinner
Harry Hammonds (Tuscaloosa) Ala.	6-5	27.0	Tom Tarleton
Dave Hicks (W. Cross) West Haven, Conn.	6-5	19.4	Sal Verdarme
Don Nelson (Marshalltown) Ia.	6-5	20.0	Ev Cochrane
Jerry Rook (Nettletown) Ark.	6-5	30.5	John Hill
Bill Cunningham (Erasmus) New York City	6-4½	32.6	Bernie Kirsner
Emerson Baynard (Chester) Pa.	6-4	32.6	Bob Forwood
George Lee (Central) Trenton, N. J.	6-4	19.1	Fred Price
Dick VanArsdale (Manual) Indianapolis	6-4	20.0	Dick Cummins
Tom VanArsdale (Manual) Indianapolis	6-4	19.0	Dick Cummins
Keith Allred (Pleasant Grove) Utah	6-3½	24.6	Don Crump
Fred Goss (Compton) Calif.	6-1½	32.8	Bill Armstrong
Luther Harper (Phoenix Union) Ariz.	6-1½	19.0	Gerald Jones
Roy Birk (Waukesha) Wis.	6-1	27.0	Bob Duckett
Lloyd Hinchey (Norwich) Conn.	6-1	19.4	H. B. Dickenman
Ken Cunningham (East Liverpool) O.	6-0	24.6	Jim Harris
Jim Jarvis (Roseburg) Ore.	6-0	21.7	Curt Jarvis
Gail Goodrich (Poly) Los Angeles	5-11	23.2	Nelson Burton
Bill Lawrence (Malloy) New York City	5-11	27.0	Jack Curran
Ricky Ray (Huntington) W. Va.	5-11	19.7	Stewart Way
Randy Embry (Owensboro) Ky.	5-10½	27.8	Bob Watson

SCHOLASTIC COACH'S sixth annual All-American High School Basketball Squad possesses a distinct midwestern flavor, with nine of its 30 members hailing from the area bounded by Ohio on the east and Iowa on the west.

All in all, the 30 boys hail from 24 states, with only six states—Illinois, Pennsylvania, Connecticut, California, New York, and Indiana—being able to place more than one player, and none being able to place more than two men.

A pair of 6-11 lads comprise the tree-toppers on the Squad, while twin brothers from Indianapolis furnish the unusual touch. Back in 1955 the McNeeley brothers of Arlington, Mass., were named to our football team; and in 1961 the VanArsdale twins, Dick and Tom, from Indianapolis Manual "busted" into our cage group.

Two boys were repeaters from 1960—Bill Bradley of Crystal City, Mo., and Dave Hicks of Connecticut champion Wilbur Cross of West Haven. Bradley, owning a 34.9 scoring average for the season, is one of the hottest college and pro prospects ever to come out of Missouri, while Hicks with a somewhat more modest 19.4 average has been a standout in the Nutmeg State for three years.

Reggie Harding of Detroit Eastern and Haskell Tison of Geneva, Ill., are the 6-11 lads and both seem to have college stardom within their grasp. Harding, a mid-year graduate, averaged 31 points during the first half of his season, while Tison pumped 29.5 per game. Their play was in keeping with that demanded of the "big man" these days, featuring moves as fluid as those of men a foot shorter.

Scoring honors for this year's crew go to Ron Krick of West Reading High's three-time Pennsylvania Class C champions. Going into the season, Krick had already surpassed Wilt Chamberlain's and Don Hannon's three- and four-year state scoring marks, and he wound up with a four-year total of 3,174 tallies. At 6-9, he's the third tallest

*All-Americans denoted by asterisks

NEW ENGLAND

(Conn., Me., Mass., N. H., R. I., Vt.)

Ed Griffin (Hartford Public) Conn.
 *Dave Hicks (W. Cross) West Haven, Conn.
 *Lloyd Hinchey (Norwich) Conn.
 Stanley Poole (Hartford Public) Conn.
 John Cimino (Cheverus) Portland, Me.
 Bob Kavalski (Smith Acad.) Hatfield, Mass.
 Ed Moriarty (Technical) Springfield, Mass.
 Frank Nightingale (New Bedford) Mass.
 Don Patrican (Gloucester) Mass.
 Pete Ranucci (Commerce) Worcester, Mass.
 Bruce Shumway (Portsmouth) N. H.
 Carl Chace (Hope) Providence, R. I.
 Jim Cox (Classical) Providence, R. I.
 Romero Aja (Spaulding) Barre, Vt.
 John Wilkinson (Bennington) Vt.

MIDDLE ATLANTIC

(N. J., N. Y., Pa.)

Tal Brody (Central) Trenton, N. J.
 Frank Checorksi (Hillside) N. J.
 Richie Dec (Seton Hall) South Orange, N. J.
 *George Lee (Central) Trenton, N. J.
 Mike Rooney (Snyder) Jersey City, N. J.
 *Bill Cunningham (Erasmus) Brooklyn, N. Y.
 *Bill Lawrence (Molloy) Queens, N. Y.
 Roger Smith (Genesee) N. Y.
 Marv VanLeeuwen (Canajoharie) N. Y.
 Jerry Vinehout (Mt. Pleasant) Schenectady, N. Y.
 Jack Washington (Linton) Schenectady, N. Y.
 *Emerson Baynard (Chester) Pa.
 *Ron Krick (West Reading) Pa.
 George Sutor (Judge) Philadelphia, Pa.
 Don Yates (Uniontown) Pa.

SOUTH ATLANTIC

(Del., D. C., Md., N. C., S. C., Va., W. Va.)

Sherman Dillard (DeLaWarr) Wilmington, Del.
 Ollie Johnson (Spingarn) Washington, D. C.
 John Austin (DeMatha) Hyattsville, Md.
 Tom Barrett (Bladensburg) Md.
 Joe Franz (Loyola) Baltimore, Md.
 *Fred Hetzel (Landon) Bethesda, Md.
 Dave Pivec (Patterson Park) Baltimore, Md.
 Bill Brogden (Wilmington) N. C.
 Ray Respass (Pantego) N. C.
 George Lyons (Rock Hill) S. C.
 Mickey Haynes (Martinsville) Va.
 *Marty Lentz (Mt. Vernon) Va.
 Carter Castilow (New Martinsville) W. Va.
 *Ricky Ray (Huntington) W. Va.
 Dick Tomlinson (Wheeling) W. Va.

SOUTHEAST

(Ala., Fla., Ga., Ky., Miss., Tenn.)

*Harry Hammonds (Tuscaloosa) Ala.
 Joe Newton (Fayette) Ala.
 Ron Quick (Butler) Huntsville, Ala.
 Brian Day (Senior) Miami, Fla.
 Gary Evitt (Hollins) St. Petersburg, Fla.
 Al Stephenson (Ribault) Jacksonville, Fla.
 Lee DeFore (Sylvan) Atlanta, Ga.
 Fred Guy (Avondale) Ga.
 Larry Conley (Ashland) Ky.
 *Randy Embry (Owensboro) Ky.
 Mike Silliman (St. Xavier) Louisville, Ky.
 Larry Lee (Murrah) Jackson, Miss.
 Jimmy Siddall (Potts Camp) Miss.
 *A. W. Davis (Rutledge) Tenn.
 Thomas Gray (Burt) Nashville, Tenn.

EAST CENTRAL

(Ill., Ind., Mich., Minn., Ohio, Wis.)

*Bogie Redman (Collinsville) Ill.
 Fred Riddle (Collinsville) Ill.
 *Haskell Tison (Geneva) Ill.
 Jim Ligon (Kokomo) Ind.
 *Dick VanArsdale (Manual) Indianapolis, Ind.
 *Tom VanArsdale (Manual) Indianapolis, Ind.
 *Reggie Harding (Eastern) Detroit, Mich.
 Larry Tregoning (Ferndale) Mich.
 Jim Ginsburg (North) Minneapolis, Minn.
 Mike Gleason (DeLaSalle) Minneapolis, Minn.
 Dean Veenhof (Edgerton) Minn.
 *Ken Cunningham (East Liverpool) Ohio
 Mike Haley (Portsmouth) Ohio
 *Roy Birk (Waukesha) Wis.
 Paul Meany (Manitowoc) Wis.

WEST CENTRAL

(Ia., Kan., Mo., Neb., N. D., S. D.)

Jim Affeldt (Regis) Cedar Rapids, Ia.
 *Don Nelson (Marshalltown) Ia.
 Gene West (Ames) Ia.
 Jim Gough (Chanute) Kan.
 Wayne Leving (Wyandotte) Kansas City, Kan.
 Ron Shanks (Wyandotte) Kansas City, Kan.
 *Bill Bradley (Crystal City) Mo.
 Pat Caldwell (Rockhurst) Kansas City, Mo.
 Hank Zuchowski (University) St. Louis, Mo.
 Bill Behn (Kearney) Neb.
 Larry Bornschlegel (Geneva) Neb.
 Jim Brown (Fremont) Neb.
 John Kalberer (Hazelton) N. D.
 Paul Pederson (Minot) N. D.
 Tom Malchow (Aberdeen) S. D.

SOUTHWEST

(Ariz., Ark., La., N. M., Okla., Tex.)

Buddy Doolen (Catalina) Tucson, Ariz.
 *Luther Harper (Union) Phoenix, Ariz.
 Bill Gray (Helena) Ark.
 *Jerry Rook (Nettleton) Ark.
 Ernest Lancon (New Iberia) La.
 Bill Wilson (Baton Rouge) La.
 Dave Olsen (Las Cruces) N. M.
 Bob Schwartz (Highland) Albuquerque, N. M.
 Tom Davis (Muskogee) Okla.
 *Carlos Gripado (Pawhuska) Okla.
 Charles Dishman (Midland) Tex.
 Joe Lackey (Kashmere Gardens) Houston, Tex.
 Larry Franks (Nacogdoches) Tex.
 Dan Smith (Denton) Tex.
 Robert Zamora (South San Antonio) Tex.

ROCKY MOUNTAINS

(Colo., Ida., Mont., Utah, Wyo.)

Russ Casement (Washington) Denver, Colo.
 Bob Graham (Pueblo South) Colo.
 Duane Harris (Arvada) Colo.
 *Gary Cook (Idaho Falls) Ida.
 DeWayne Cruise (Mountain Home) Ida.
 Larry Sappington (Kelllogg) Ida.
 Wayne Estes (Ahaconada) Mont.
 Garry Peck (Libby) Mont.
 Jay Sumner (Park) Livingston, Mont.
 *Keith Allred (Pleasant Grove) Utah
 Mike Gardner (Davis) Kaysville, Utah
 Gary Hill (Gunnison) Utah
 Mike Murry (Rawlins) Wyo.
 Dick Sherman (Cheyenne Central) Wyo.
 Bob Reinhardt (Sheridan) Wyo.

FAR WEST

(Alaska, Calif., Hawaii, Nev., Ore., Wash.)

Russ Murkowski (Seward) Alaska
 *Gail Goodrich (Poly) Los Angeles
 *Fred Goss (Compton) Calif.
 Richard Levin (Hamilton) Los Angeles
 Eric Paulson (Sunnyvale) Calif.
 Allan Young (Hoover) Glendale, Calif.
 Don Snyder (McKinley) Honolulu, Haw.
 Kirk Kinney (Carson City) Nev.
 Bruce Brickner (Klamath Falls) Ore.
 *Jim Jarvis (Roseburg) Ore.
 Bob Quinney (Medford) Ore.
 Rob Fahnestock (Roosevelt) Seattle, Wash.
 Jim Holte (Kent-Meridian) Wash.
 Jim Hunter (Garfield) Seattle, Wash.
 Dick Lee (Ballard) Seattle, Wash.

man on the Squad, but he drives and feints like a guard and would actually prefer to play the corner instead of the pivot.

California placed two lads on the Squad—**Fred Goss** of Compton, who scored 987 points to break John Rudometkin's Southern California scoring record (32.8 per game), and **Gail Goodrich**, who led Los Angeles Poly to a city championship with a 23.2 average. Goodrich's father was an All-Pacific Coast Conference star at U.S.C. back in the thirties, and even though Gail stands only 5-11 he should go on to great things at U.C.L.A.

Third Pacific Coaster to make the team was **Jim Jarvis** of Roseburg, Ore., who was spotted as a comer last year on the All-Regional team. Jarvis was one of the slickest back-courtiers in the country, and averaged 21.7 points with a 45% field goal and a 79.4% free-throw shooting record.

From the Rocky Mountain area come **Gary Cook** of Idaho Falls, a 6-8 giant who led his team to a state title, and **Keith Allred** of Pleasant Grove, Utah, who averaged 24.6 per game in leading his team to the Class B title. Allred at 6-3½ was a two-year all-stater.

Representing the Southwest are **Luther Harper** of Phoenix Union, Arizona's best jump shooter ever in the eyes of experts; **Carlos Gripado** of Pawhuska, unanimously called the best in Oklahoma; and **Jerry Rook** from little Nettleton, Ark., who poured points through the hoops at a fantastic rate in his state tournament games.

Don Nelson, Marshalltown's two-year all-stater in Iowa, led his team to its second straight state championship with a better than 20-point average. Although he played the post, he's fast enough and a good enough shooter to move outside in college.

Joining Tison from the state of Illinois is 6-7 **Bogie Redmon** of Collinsville's state champions, who peppered the nets for 20 per game and impressed all viewers with his rebounding.

Roy Birk of Waukesha, Wis., is another East Central area boy who makes the team. Although Waukesha didn't win the state meet, Roy scored 102 points in the three final games for a Wisconsin record.

Ken Cunningham of East Liverpool was considered Ohio's best, though there were several other lads in the Buckeye State who pressed him.

Alabama turned out a superstar in **Harry Hammonds** of Tuscaloosa, who averaged a blistering 27 points and had 70- and 47-point games against good opposition. In one state tourney game, he scored Tuscaloosa's first 21 points!

A. W. Davis, a 6-7 star from Rutledge, Tenn., averaged 36.4 per game, while Owensboro, Ky., turned out a splendid backcourt man in 5-10 **Randy Embry**.

The Washington, D. C., area has been turning out fine players in recent years and hits our list with 10 men from nearby towns. **Fred Hetzel** of Landon School, Bethesda, Md., is a 6-8 pivot who seems destined for future stardom; and is joined by **Marty Lentz** of Mt. Vernon, Va., who pumped 770 points through the nets in 21 games for a 36.7 average, best on our Squad. Marty was also a great rebounder and was easily the top player in his state.

Huntington, W. Va., state champions from a hotbed area of basketball, places a "small man" in 5-11 **Ricky Ray**, a 19.7 scorer from his outside position. It's interesting to note that Huntington, Portsmouth, Ohio, and Asland, Ky., are within 50 miles of each other on the banks of the Ohio River and all were state champions!

New Jersey had a fine contingent of players, five of whom made the All-Regional team. The best of them

was silky **George Lee** of Trenton's state champs, who averaged just under 20 per game but would have scored a million with a less balanced team.

Joining Krick from Pennsylvania is **Emerson Baynard**, spotted as a comer while a sophomore at Chester High. A leaping, whirling dervish, Baynard averaged 32.6 points and 23.7 rebounds per game.

New York City gains two places with **Billy Cunningham** of Erasmus High, a 32.6 per game scorer before graduation at mid-season and matriculation at North Carolina, and **Bill Lawrence** of Archbishop Molloy, best scoring backcourt man on the team with a 27-point average. Though only 5-11, he could "kill" an opponent.

The second Connecticut star joining Hicks on the Squad is **Lloyd Hinchey**, a 6-1 scoring ace from Norwich Free Academy who received a two-minute ovation upon leaving the floor in his team's losing state tournament effort. Hinchey averaged 19.4 points and polled more all-state votes from writers and coaches than did Hicks.

Outstanding graduates of previous Scholastic Coach All-American Squads include:

1956: Oscar Robertson, Jerry West, Jerry Lucas, Tony Jackson, Ron Johnson, Fred LaCour, Tom Stith, Kelly Coleman, Doug Moe, Horace Walker, Walt Mangham, Nolden Gentry, Dennis Boone, and Lance Olson.

1957: Jerry Lucas, Tom Stith, Tony Jackson, Bill McGill, John Egan, Al Butler, Billy Ray Lickert, Tom Meschery, Ray Cronk, Lee Sager, Bob Mlkvy, Jerry Graves, and Larry Comley.

1958: Jerry Lucas, Dave DeBuschere, Jackie Foley, Norm Grow, Wayne Hightower, Bill McGill, Charlie Warren, John Rudometkin, and Rod Thorn.

1959: Art Heyman, Rod Thorn, Ken Glenn, Vinnie Ernst, and Steve Gray.

Next year you can expect to see the following members of our **1960 Squad** starring as college sophs.

John Thompson (Providence), Mel Counts (Oregon State), George Wilson and Ron Bonham (Cincinnati), Paul Silas (Creighton), Connie Hawkins (Iowa), Roger Brown (Dayton), Dennis Dairman and Joe Caldwell (Arizona State), Barry Kramer (NYU), Charley Nash (Kentucky), Jeff Mullins (Duke), Ron Smith (Tennessee A & I), Ray Brown (Ohio State), and Donnie Kessinger (Mississippi).

These boys constituted about half of the 1960 Squad, probably the most talented ever selected.



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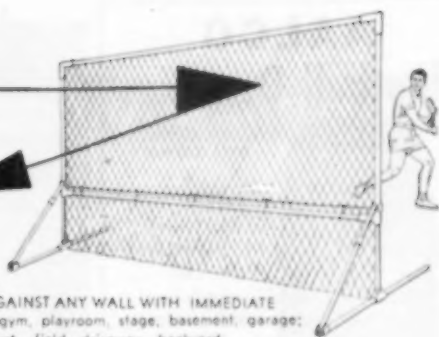
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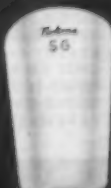
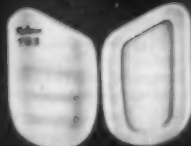
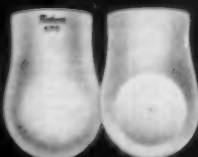
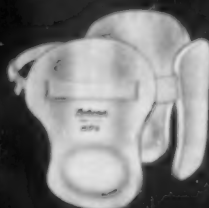
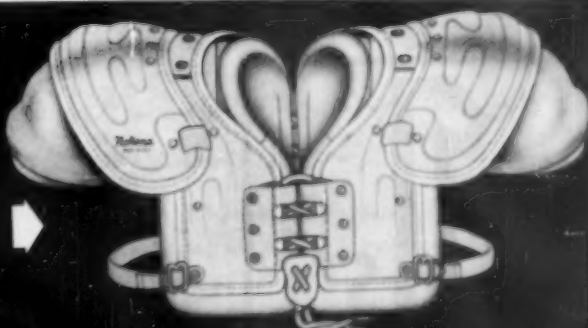
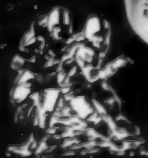
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(Continued from page 7)

from the center, he reverse-spins and pitches to the FB. After completing his pitch, he leads through the off-tackle hole and blocks out on the wing back or halfback, depending on what type of defensive secondary is being used.

The FB, after receiving the pitch-out, tucks the ball and fakes a wide end run. This maneuver will force the defensive end to pursue him, as an end run is implied.

The SB (Slot Back) takes a quick jab-step to the outside and then follows the pulling RG behind the line of scrimmage. As the SB reaches the offensive LG, he's in position to receive the pitch-back from the FB, who has sucked the defensive end toward him.

The FB must be schooled to pitch the ball "back" toward the SB. If he waits until the SB is directly at the point of attack, there's a possibility that the defensive end may knock the pass down.

The LH leads through the off-tackle hole and blocks the first man, usually the linebacker, to his inside. His block is sometimes considered the key block in springing the SB for a long gainer.

LE: Lead block for the tackle (postman). If gap defense, I block the first man to my inside, on or off of the line of scrimmage.

LT: If man is over me, I post for the end. If gap defense, I block the first man to my inside, on or off of the line of scrimmage.

LG: Block over. If no man is over me, I block the inside gap. If no man is over me or to my inside, I block the strongside linebacker.

C: Block over. If no man is over me, I fill block to the weakside.

RG: I pull and lead the play through the hole.

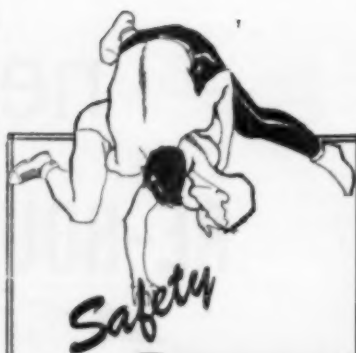
RT: I check block if man is over or inside and then align with the hole being run for a peel block.

RE: I block the safety.

Yo Yo 141 Trap is an excellent play when ever you notice that the linebacker is pursuing the general flow of the play too fast. Yo Yo 347 Power is an excellent companion to Yo Yo 141 Trap in that it will eventually, if run enough, cause the middle linebacker to want to pursue wide when the play initially starts.

In fact, there've been times when the linebackers pursued the flow of Yo Yo 347 so fast that when Yo Yo 141 was called they automatically took themselves out of the play without even being blocked.

After receiving the snap from center, the QB reverse-pivots and



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fakes a deliberate pitchout to the FB. He then continues to run out to a spot approximately where the offensive HB is normally lined up. From here, he stops, pivots around, and throws a soft underhand pass to the trailing SB.

The SB, before receiving the pass, takes a quick jab-step and head-and-shoulder fake to the outside. He then trails behind the line of scrimmage, receiving the toss almost at the point of attack.

The FB fakes a wide end run simulating that he has the ball.

The HB leads through the off-tackle hole, blocking out on the first man to show.

LE: Align with the hole being run and block out.

LT: Check over, align with the hole being run and peel block.

LG: If man is over me, I release to the outside and block the safety. If no man is over me, I lead block for the center.

C: If man is over me, I post for the guard. If no man is over me, I fill to the weakside.

RG: I pull and trap the first man to show.

RT: I check-block if man is over or inside, then align with the hole being run.

RE: I block the safety.

Before closing, I'd like to call your attention to the fact that both Yo Yo series plays can be run from wing right and wing left formations. Blocking assignments and backfield patterns do not change.

For added versatility, try adding some Yo Yo to your offense. I'm sure you'll be pleased with it.

Year-Round Program

(Continued from page 18)

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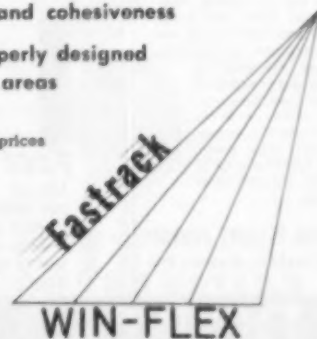
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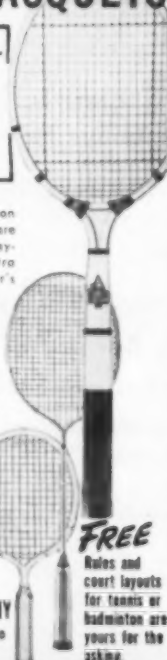
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Spread Punt Series

(Continued from page 9)

shown in **Diag. 1**. The guards are back two yards from the line of scrimmage, with the inside foot 12 inches wider than the center's foot. The tackles are split three yards from the center, and the ends are split three yards from the tackles.

The halfbacks are on the line of scrimmage, five yards outside the ends. The fullback is three and a half yards deep, directly behind the gap between the center and right guard. Our kicker, who must also be a good passer and runner, is positioned 13 yards deep.

At times, because of individual abilities, it has been desirable to exchange two or more players' positions when using the spread punt. However, we find that the basic requirements for our spread punt, in terms of individual abilities, parallel in many ways the requirements for our basic offense.

Our center must be able to make the long snap with accuracy. This is an absolute necessity. The ability to snap the ball accurately 13 yards back, is more crucial and more difficult to develop than the ability to punt well.

We place our halfbacks wide and on the line of scrimmage because in this position we desire speed and elusiveness to get down under punts. It stands to reason that if the halfbacks are the toughest men to tackle in the open field, they also should be the most difficult to block as they sprint downfield under a punt.

If a halfback shows he can tackle in the open field, he's the player we want as the outside lineman in our spread punt. Since we use our halfbacks extensively as blockers in our basic offense, they're usually also capable of blocking on wide plays in our spread punt.

The fullback must be a strong runner and an exceptional pass receiver to make our spread-punt series fully effective. He plays a key roll in most of our running and pass plays. If the fullback in our regular offense didn't meet these qualifications, it would be necessary to make an adjustment in our spread-punt positions. During the past two years, we've been fortunate in having an outstanding player in this position.

Diag. 2 illustrates our assignments for the punt. The halfback releases immediately, going straight downfield. He has strict outside responsibility and must force the ball-carrier up the middle if he cannot make the tackle himself.

The end must block anyone between him and the tackle. He uses a reverse shoulder block and must maintain contact for two counts and knock the defender off stride before going downfield. Any defender head-on or to the outside should only be bumped and forced to the outside

before going downfield.

The tackle blocks the second defender, either a lineman or linebacker, outside his center. He must block for four counts before going down to make the tackle. If the second man is a linebacker, the tackle must hold and prepare to block if he crashes.

In the event the linebacker does not crash, the tackle may go straight downfield, keying on the linebacker for a tip as to the direction of any intended return.

The center blocks any defender over him. If uncovered, he may release immediately.

The guards are assigned to block the first defender outside the center and maintain this block for at least four counts before releasing.

The fullback, at the snap, drops back two quick steps and looks for the first man breaking through. He's instructed to hold for five counts before releasing. His assignment is to proceed to the wide side of the field in going down. Whenever the ball is being kicked from the center of the field, he goes down the center cautiously, serving as a semi-safety.

The kicker is given the responsibility of safety man.

We like to have a variety of running and pass plays from punt formation to meet varying needs in terms of field position, yards-to-go, and score, as well as the defense set up against us.

Our first play is a straight plunge by our fullback, though we seldom use it when we need more than two yards. The center and left guard crossblock, as shown in **Diag. 3**, with the center going first. The snap is directly to the fullback who hits outside the block by the left guard. The right guard and both tackles block on the line of scrimmage, while the ends and halfbacks attempt to block downfield.

Our wide option play has been successful against teams which fail to widen their defense against our spread line. The ball is again snapped to the fullback as shown in **Diag. 4**. In the option play to the right, the entire right side of our line—tackle, end, and halfback—attempts to block in for the wide run.

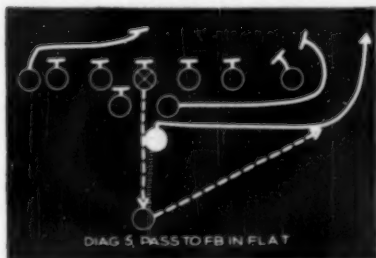
The right guard fills the gap between tackle and end, while the left guard fills between center and right tackle. This is necessary to prevent penetration through our spread line, which could stop the play before the fullback reaches the option area.

The fullback, after taking the direct snap, proceeds parallel to the line of scrimmage at about two-thirds speed. (When the play is being run left, he must go slightly faster, since his original position is to the right of the center.)

The kicker runs right at an angle slightly forward attempting to get

three yards outside the fullback. When the fullback reaches the point behind the right end, he executes the option similar to the Split T quarterback, either keeping and turning upfield or pitching to the kicker.

The decision hinges, of course, upon the action of the defense. If the defense stays wide to protect against the pitchout, the fullback will keep the ball. If the defense charges inside to stop him, the fullback will pitch to the kicker. Since we attempt to block the entire defense in, rather than leave the end to be optioned, we usually find the fullback electing to pitch the ball.



Our next play, shown in **Diag. 5**, is a pass to the fullback in the flat territory. The ball is snapped directly back to the kicker, who fakes a punt by raising the ball as though to release it for the punt. This is enough of a fake to influence the defense, and we insist that the quarterback make no effort to fake the punt with leg action.

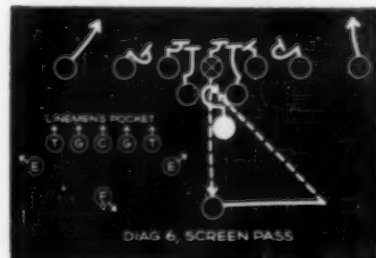
We want him well-balanced with both feet on the ground so that he can get the pass away quickly and accurately.

In executing the flat pass to the right, the right guard runs directly toward the right sideline, alert to block any opponent who has penetrated beyond the linemen. If no such penetration is encountered, he proceeds until outside the halfback before turning upfield. Once he turns, he blocks the first defender he meets.

The fullback holds one count after the snap, then follows his guard, looking over the right shoulder for the pass. After completing his fake of the punt, the quarterback passes to the fullback while the latter is still behind the line of scrimmage.

We've found that the area approximately behind the original position of the halfback is the desired point at which to hit the receiver.

Our screen pass (**Diag. 6**) has been successful when properly executed. Our intent here is to allow the defensive linemen to penetrate and to



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throw the ball over them to the fullback. The halfbacks are sent down without delay.

Each of the other linemen, including the guards, are coached to hit an opposing lineman and allow him to slip off without delaying him more than necessary. Each lineman then moves in tight to form a pocket as shown in **Diag. 6** (inset).

The guards, tackles, and center face downfield awaiting the verbal signal of the fullback. They must not permit any penetration after the first wave of linemen are let through. The ends position themselves facing outside, and it's their responsibility to see that no one slips behind the screen from the outside.

The full back takes a block at a lineman coming through and turns around within the pocket, looking for the pass.

As the quarterback receives the snap, he tucks the ball under his arm and fakes a run to the right. This tends to pull the linebackers away from the screen and increases the efforts of the rushing linemen. After running six to eight yards laterally, the quarterback stops and passes to the fullback.

As he's about to catch the ball, the fullback shouts, "Go!", to let his linemen know they can now advance to block. It's important that the players making up the screen are listening for the verbal signal rather than watching the fullback. They must be alert to pick up any defender who may have correctly diagnosed the play, and should prevent his breaking up the pass or tackling the fullback as soon as he catches the ball.

These plays form what is basically our spread punt series, enabling us to take advantage of an opponent's failure to properly defend against our spread punt at any point.

A defense which fails to spread with us is susceptible to either the flat pass or the pitch-out off the option play.

The defense which maintains outside position but fails to spread its interior linemen allows us to make yardage with the fullback keeping on the option play.

The straight plunge by the fullback is effective against the team which spreads too much, while our screen pass is designed against the hard rushing defense.

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Goal-Line Defenses

(Continued from page 26)

across the face of the end using a forearm between his head and near shoulder, turning the end's head to the inside. You must close the gap between the end and tackle, and must not be blocked out.

Tackles: Line up on the outside shoulder of the offensive tackles, and carry out the same procedure as the ends—driving across to seal the gap between tackle and guard, making sure not to be blocked out.

Guards: Line up on the outside shoulder of the offensive guards, driving the same as the end and linebacker—sealing off the gap between the center and guard. You also must get to your gap and not be blocked out.

Middle Linebacker: Line up head on the center, a half yard off the line. At the snap, deliver a strong two-arm shiver at the center and play control.

Corner Linebackers: Line up two to three yards outside the offensive end, three yards off the line, closing in as you near the goal line. Key off the ends and quarterback.

If the end blocks in or the quarterback comes your way, come up fast to the outside to force the play in. You must not let the play go around you. If the play goes to the opposite side, drop back, looking for a possible reverse. If no reverse, rotate.

Safeties: Line up on the inside shoulder of the offensive ends, four yards deep, and key off the ends. If the end on your side blocks in and the play comes to your side, come up fast to the inside between the corner linebacker and the end on your side. If the end comes downfield and the play goes to the opposite side, rotate.

If a pass develops, play the ends man for man while the corner linebackers cover the halfbacks on their side man for man.

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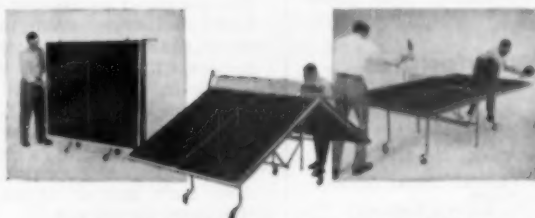
Narrated by Bud Palmer, well-known sports broadcaster, the film shows both the Russian men's and women's stars performing their winning routines, as well as the important highlights of their visit to America.

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Idiosyncrasies in Training

(Continued from page 34)

that weighted equipment doesn't produce maximum strength unless it offers maximum resistance, and the movement pattern isn't the same as it is with the equipment being used in regular competition. It's postulated that the desired movement pattern is adversely affected by weighted equipment, and that the strength one desires isn't gained unless maximum resistance is utilized.

It would be much more profitable to participate in a well-designed weight training program to develop strength, and to practice interval training as distance runners do for endurance. Then utilize a lot of skill practice under exactly the same conditions as will be used in competition.

SWIMMING AND OTHER SPORTS

Swimming during the competitive sports season is taboo for most athletes. Reasons advanced by the coaches include: (1) It tends to soften the muscles; (2) it tends to stretch the muscles and make them long; (3) it interferes with the learning of other sport skills, and (4) it's "harmful" to the performance of football players, basketball players, etc., with no apparent reason offered.

The author conducted a research project⁸ which investigated the effect of swimming on the learning of selected gross motor skills performed on alternate days, and found no effect.

Another somewhat similar project was completed by a Utah State University graduate student⁹, who studied the effect of swimming on the learning of gross motor skills performed on the same day. This study involved a two-hour rest period between the swim and performance tests. He, likewise, found no effect or interference from the swimming.

There appears to be no reason to think that swimming will adversely affect performance in other sports, unless it's a matter of available energy. Fatigue from a swim, or from any activity for that matter, could conceivably affect performance in a sport. Actually, swimming offers an excellent source of deviation from the drudgery of some sports, affording a means of relaxation commonly sought in athletics.

The belief that swimming softens, lengthens, stretches muscles, or supplies movement patterns that interfere with other sports should be discarded. If fatigue isn't a big factor, swimming has much to offer all athletes, regardless of the season.

In conclusion, it should be mentioned that the aforementioned idiosyncrasies aren't the only ones in athletics, and that the discussion on each

has been sketchy and suggestive. More detailed material is available if you want to investigate the literature.

Let's examine our practices and utilize the best information available. Who knows, performance may be improved by discarding some of these controversial notions.

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- ⁷Family Weekly, March 6, 1960.
- ⁸Nelson, Dale O.: "Effect of Swimming on the Learning of Selected Gross Motor Skills." *Research Quarterly* 28: 374-378, December 1957.
- ⁹Whitaker, Russell R.: "Effect of Swimming on the Learning of Selected Gross Motor Skills When the Skills and Swimming Are Performed on the Same Day." Unpublished Master's Thesis, Utah State University, 1960.

Multi-Stage Passing Action

(Continued from page 30)

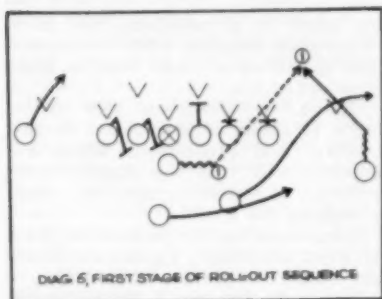
An accurate, controlled arm and good mental and physical reaction abilities are requirements.

Roll-Out Sequence (two stage). Maneuvers of this type have been successfully used by a number of prominent passing teams. This can be considered a two-stage sequence; the first stage being the break-in pass to the flanked back, and the second a roll-out pass-run action.

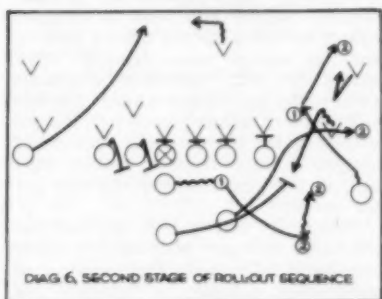
The break-in pass is certainly one of the most potent pass maneuvers in the game today; the defending team must give it serious consideration. Probably the most successful method of meeting it is to position defenders in the flat areas as illustrated in **Diag. 2**. The defenders play the flanked receiver by restricting his pattern to the inside and by following him in, very closely, until the break-in threat is eliminated.

This is a difficult assignment, especially against an accurate passer and large, fast receiver. It's the offense's first weapon; if defensive reaction isn't adequate, the pass will be at-

tempted. **Diag. 5** illustrates inadequate defensive reaction and the consequent completion of the first stage of this maneuver.



If defensive reaction to the first stage is adequate, the break-in pass is simulated, and the flanked receiver then breaks deep, as illustrated in **Diag. 6**, and attempts to drive behind the defensive halfback.



It's hoped, and very possible, that this defender will commit to the inside in concern of the first stage. This situation is accomplished, first by employing the end as a blocker (it's common to key the end for pass action); second, the break-in attempt itself tends to bring about defensive secondary commitment.

As the original first stage receiver breaks deep, the set halfback runs a pattern designed to free him in the flat area. Note the extreme pressure put upon the outside linebacker. He must commit himself immediately to the dangerous break-in pass, an outside running thrust, or the halfback driving into the flat area.

Regardless of his action, the offense can utilize it to advantage. The quarterback rolls out immediately if the first stage isn't successful, creating the possibility of an outside running thrust behind the fullback's block. As this is executed, he attempts the pass whenever a receiver breaks free.

His decision to run is made if the defensive halfback retreats and, for some reason, the receiver in the flat area is covered. Of course the largest potential gain is given priority; in this case it's the deep pass.

Defensive pursuit can be injurious to this maneuver; the outside line must maintain contact and the offside protect penetration from that area. The offside, split end takes a pattern designed to force the defensive safety to cover him; he may be considered an important receiver.

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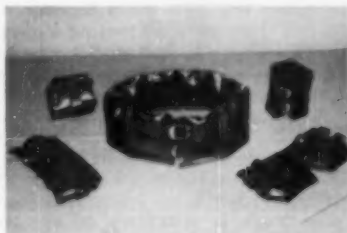
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Basketball's Malignancy

(Continued from page 5)

HOW could such a monstrous villainy occur in a college sport? There's no simple explanation. You can't isolate one, two, or even three causes. This sort of corruption stems from a foundation of gnarled, rotted moral timber. We'd list the contributing factors as follows:

1. **Society in general.** There clearly has been a deterioration in moral values; a growing cynicism toward the basic virtues of loyalty, honesty, and idealism; a sharply intensified self-absorption, self-interest, and self-indulgence typified by the "what's-in-it-for-me?" philosophy and given cynical credence by all the scandals in business and politics.

Corruption goes hand-in-glove with a declining moral climate, and is furnished enormous impetus by the gambling mania. *Everyone who places a bet is morally responsible for and has contributed to this deplorable situation.* Betting has helped build gambling into so gigantic an institution as to encourage gamblers to bribe the players in order to beat the odds.

2. **The Colleges** are guilty of venality in recruiting players, permitting them to slide through their courses, allowing alumni to recruit indiscriminately and then "take care of their boys" on the outside to see that they remain happy.

When a school recruits a boy illegally, when it relaxes its rules to accommodate a sub-standard student, and then lets him waltz through his classes, the school is creating a *cheating environment*. And whenever a boy accepts such largesse, he becomes an accessory before and after the fact.

How can you expect a boy to exhibit any idealism when everyone around him is winking at the rules? How can you expect a boy to respect his school when he knows his classroom work is secondary to his athletics? How much respect can a player really have for a school that has outbid six, 10, or maybe 30 others for his services?

To put together a ranking big-time team, a school must be prepared to make concessions. And all too often these concessions prostitute the primary function of the school—which is to educate.

Since so many athletes are exposed to connivance right from the start, why should a college president profess shock when a scandal breaks, why should a coach clutch his head and moan, "I was just like a father to that boy."

3. **The Coaches.** Many coaches never really get close to their boys. They merely concentrate on winning games and preserving their jobs. The end result is that the boy never looks at

his coach as a confidant, but as a sweat-shop foreman who's interested only in getting as much work as possible out of him.

The drive to win—at any cost—leads to abominable excesses in recruiting and proselytizing. When an athlete's ability is the coach's only criterion in recruiting him, the coach is begging for trouble.

Here, capsuled, are the case histories of two of the country's greatest school-boy basketball players of 1959-60:

Player A: Sub-par I. Q.; mediocre academic average; bad environment; inarticulate, introverted, suspicious; unqualified to enroll at any principled college, but nevertheless the object of an intensive recruiting drive. Signed a letter of intent for a mid-western university; high-jacked by a far-western school and sent to summer school to bring up his marks (where did the money come from?); after school let out, suddenly emplaned (where did he get the money?) to the mid-western school to enroll. Found ineligible for grant-in-aid because of his grades. Impoverished mother pays tuition for year (where did she get the money?).

Player B: Sub-par I. Q.; sub-par scholastic average; poor environment; psychologically disturbed; amoral; a compulsive gambler; a "runner" for a bookmaker while still in high school. Recruited by a southern university; suspended because of scholastic failure, gambling, and petty thievery. Latest report is that the coach wants him back!

Many coaches are all too willing to recruit players such as these. In their frenzied drive for talent, they compromise both their and their school's integrity, honesty, and responsibility. Yet they continue to go into shock whenever a scandal breaks.

4. **The Police.** Isn't it about time the police really cracked down on the gambling menace? We're tired of hearing that gambling is a universal instinct and you can't stop people from doing it. Even if it's true, it isn't right. So why make it so easy to bet? All you do is abet the gambling mills and encourage the inevitable concomitant—corruption.

We're also tired of reading all the mush about the poor honest bookmakers, how they're just interested in collecting the commission on bets and how they, too, are hurt by fixes.

Precisely what kind of services do these grubby leeches render to society? None. Their only function is to fatten on weak, stupid people. Maybe you can't wipe out gambling and bookmakers, but the police certainly could do more to cripple their operation. And the more they maim it, the less will be the chances of corruption. (Read any story of a convicted gambler or bookmaker and you'll be astonished at the ease with which he operated.)

5. **The Press** is at fault for printing the odds on ball games. Typical of its dim-wittedness and irresponsibility was a note in a New York tabloid the day after the current scandal broke. Right under a long, impassioned column on the horrors of the expose, the paper printed the "official line of odds on today's ball games!"

Why expedite the operation of gamblers and bookmakers? You say that if the papers won't print the odds, the public will get them anyway? From whom? Gamblers and bookmakers? Crack down on these leeches, don't print any odds, and see how gambling and its byproducts—police corruption and sports corruption—will diminish.

We'd like to sum up all these factors with a quote from Judge Saul S. Streit, who presided over the basketball bribery trials of 1951.

"The naivete, the equivocation and the denials of the coaches and their assistants concerning their knowledge of gambling, recruiting and subsidizing would be comical were they not so despicable . . ."

"Commercialism and over-emphasis contaminates everything it touches: (a) it has fostered bookmaking and nation-wide gambling; (b) it produces illegal scouting, recruiting, proselyting and subsidization of athletes; (c) it corrupts the athlete, the coach, the college official and the alumnus; (d) it breeds bribery, fraud and forgery; (e) it impairs the standards of integrity of the college; and (f) it destroys the confidence of the public."

STUDYING the contributing factors, you arrive at a terrifying thought: None of them is particularly indigenous to basketball. They apply to all sports! Couldn't we assume, then, that if baseball and football could be fixed as easily as basketball, they would have been corrupted long ago?

The truth is that pro football was decidedly suspect a couple of decades ago. Perhaps its purity was saved by the pragmatism of its commissioners. While paying lip service to idealism, pro football (as well as pro baseball) has kept a staff of investigators constantly circulating throughout the country.

The point to remember is that football and baseball players are no different from basketball players. If they haven't been corrupted, it's because their sports are harder to fix and are much more vigilantly policed.

AND so we reach the all-important question: What are we going to do about the corruption in college sport?

You'd have to start by bolstering the moral structure of society. But that's hardly in our province. It's the domain of the home, the church, and the educational system. That leaves the following courses of action:

1. The NCAA, as in pro sport, must organize a security arm that will police the sports beat—constantly on

the prowl for all forms of chicanery. The mere knowledge that such a force exists should have an inhibiting effect on would-be fixers and dumpers.

2. Scrupulous enforcement of recruiting rules and the elimination of the academic double standard—one for students and the other for athletes. A central faculty committee might screen all candidates for athletic scholarships and award them on the basis of need, athletic ability, academic records, and character reports.

This important function should be removed from athletic department jurisdiction for two reasons: (1) It would eliminate alumni influence and coach responsibility, and (2) the applicants would be judged as students as well as athletes.

The coach could work with the committee, but the committee would serve as the omnipotent guardian of institutional integrity. This would help weed out the "foul balls," and give every boy a deeper respect for his school. The colleges who refuse to observe the rules would be dealt with swiftly and unmercifully.

3. If athletic departments continue to wink at the rules, all of them should be put under the direct supervision of the president—and the president, not the athletic department, should be held accountable for all infractions.

4. A sweeping crackdown on gamblers, gambling syndicates, and bookmakers. (This is purely wishful-thinking.)

5. A universal law making bribery and the acceptance of bribes a *criminal* rather than a civil offense.

6. A more careful screening of head coaches. We're not derogating know-how, but coaches should be expected to do more than merely teach a kid to shoot, block, bat, or jump. The coach should have the type of personality that enables him to get close to kids, know what they're thinking, be available in time of need. If there are any bad kids on the squad, he should get rid of them immediately—before they contaminate the others. Of course if the coach and the school will live by the rules, they won't have any "foul balls" to begin with.

7. The press should assume some responsibility by refusing to print the betting odds or abetting gambling in any other way.

Points Nos. 2 to 7 are old hat and might be considered unrealistic by the cynics. Point No. 1 appears to be the only concrete hope. You may recoil from it. You may argue that the scandals are due to the moral climate of our time. But that's still no argument against having a police arm.

Maybe it's a sad thing to spy on students (as well as fixers). But it's clearly necessary.

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Use this guide to locate schools at which your favorite coaches will lecture.

Details on schools may be gleaned from Coaching School Directory on pages 67-71.

FOOTBALL

- BASS, MARVIN** (South Carolina)—Fla. A & M (adv. on p. 70).
BLACKMAN, BOB (Dartmouth)—East Pa. (adv. on p. 68).
BRIDGERS, JOHN (Baylor)—Fell. of C. A. (adv. on p. 68), Fla. St. (adv. on p. 68), Texas.
BROYLES, FRANK (Arkansas)—Fell. of C. A. (adv. on p. 68), Fla. A & M (adv. on p. 70), Texas.
BRUHN, MILT (Wisconsin)—Wis. Coaches (adv. on p. 71).
BRYANT, BEAR (Alabama)—Fla. A & M (adv. on p. 70), Fla. St. (adv. on p. 68), Southeastern.
BURNS, JERRY (Iowa)—East. Pa. (adv. on p. 68), Ill. St., Iowa, Mont. St.
COLLIER, BLANTON (Kentucky)—Texas.
DAUGHERTY, DUFFY (Michigan St.)—Fla. A & M (adv. on p. 70).
DEVINE, DAN (Missouri)—All-Star, Colby, Fla. St. (adv. on p. 68), So. Car. (adv. on p. 68), So. Dak., Spalding (adv. on p. 67), Wash., Wis. Coaches (adv. on p. 71).
DIETZEL, PAUL (LSU)—Fell. of C. A. (adv. on p. 68), Ind. A. A., Tenn.
ELLIOTT, PETE (Illinois)—Nev. (adv. on p. 70).
ENGLE, RIP (Penn St.)—All-Amer. (adv. on p. 69), Conn. (adv. on p. 70), Ohio, Ore.
GRAVES, RAY (Florida)—Fla. A & M (adv. on p. 70), Fla. Coaches, Ida., Ohio, Southeastern.
HARDIN, WAYNE (Navy)—All-Star, East. Pa. (adv. on p. 68), Southeastern, Spalding (adv. on p. 67).
HAYES, WOODY (Ohio St.)—Pomona, Va. H. S. (adv. on p. 69).
LOMBARDI, VINCE (G. B. Packers)—Fla. St. (adv. on p. 68), Original.
MARTIN, BEN (Air Force)—West. St.
MITCHELL, JACK (Kansas)—Kan. A. A.
MURRAY, BILL (Duke)—Fell. of C. A. (adv. on p. 68).
NELSON, DAVE (Delaware)—Fell. of C. A. (adv. on p. 68), Miss., Spalding (adv. on p. 67), Colo. H. S. (adv. on p. 69).
OLIVAR, JORDAN (Yale)—All-Star.
OWENS, JIM (Washington)—All-Star.
PARSEGHIAN, ARA (Northwestern)—All-Amer. (adv. on p. 69), All-Star, Fla. Coaches, Miss., Tri-States (adv. on p. 68).
PETERSON, BILL (Florida St.)—Fla. A & M (adv. on p. 70), Fla. Coaches, Fla. St. (adv. on p. 68), Southeastern, Spalding (adv. on p. 67).
ROYAL, DARRELL (Texas)—Ala., Tri-States (adv. on p. 68).
SCHWARTZWALDER, BEN (Syracuse)—So. Car. (adv. on p. 68), Spalding (adv. on p. 67), Utah St., Original.
STAPLETON, CLAY (Iowa St.)—Tri-States (adv. on p. 68).
WARMATH, MURRAY (Minnesota)—All-Star, Concordia (adv. on p. 70), Fell. of C. A. (adv. on p. 68), No. Car., Southeastern, Spalding (adv. on p. 67).
WEAVER, DOUG (Kansas St.)—Fell. of C. A. (adv. on p. 68), Kan. St. (adv. on p. 70).
WYATT, BOWDEN (Tennessee)—Concordia (adv. on p. 70), Tenn.

BASKETBALL

- ANDERSON, FORDDY** (Michigan St.)—Spalding (adv. on p. 67).
BENINGTON, JOHN (St. Louis)—Concordia (adv. on p. 70), Ill. St.
BRADLEY, HAL (Texas)—Texas.
BUBAS, VIC (Duke)—Fla. Coaches, Wildwood.
CARNEVALE, BEN (Navy)—Conn. (adv. on p. 70), Fell. of C. A. (adv. on p. 68).
CASE, EV (No. Carolina St.)—Adelphi (adv. on p. 69).
DONOVAN, EDDIE (St. Bonaventure)—Colby, Spalding (adv. on p. 67).
EAVES, JOEL (Auburn)—Miss., So. Car. (adv. on p. 68), Spalding (adv. on p. 67), Va. H. S. (adv. on p. 69).
ERICKSON, JOHN (Wisconsin)—Fell. of C. A. (adv. on p. 68), Wis. Coaches (adv. on p. 71).
GARDNER, JACK (Utah)—East. Pa. (adv. on p. 68).
HICKEY, EDDIE (Marquette)—No. Car.
JUCKER, ED (Cincinnati)—Concordia (adv. on p. 70).
LITWAK, HARRY (Temple)—Wildwood.
MARAVICH, PRESS (Clemson)—Adelphi (adv. on p. 69).
MCGUIRE, FRANK (North Carolina)—Adelphi (adv. on p. 69), Tex.
MEYER, RAY (DePaul)—Nev. (adv. on p. 70).
MOORE, DUDEY (LaSalle)—Wildwood.
NEWELL, PETE (Ex-California)—All-Amer. (adv. on p. 69), Kan. A. A., N. Mex.
ORSBORN, CHUCK (Bradley)—Mont. St., Utah St.
RAMSAY, JACK (St. Joseph's)—Wildwood.
ROSSINI, LOU (NYU)—Tri-States (adv. on p. 68).
RUPP, ADOLPH (Kentucky)—Spalding (adv. on p. 67), Tenn., Wis. Coaches (adv. on p. 71).
SCHUEERMAN, SHERM (Iowa)—Adelphi (adv. on p. 69), Original.
SLOAN, NORM (Citadel)—Fla. Coaches.
TAYLOR, FRED (Ohio St.)—Ida., So. Ill., Spalding (adv. on p. 67), West. St.
VANATTA, BOB (Memphis St.)—Tri-States (adv. on p. 68), Wash.
WINTER, TEX (Kansas St.)—Fell. of C. A. (adv. on p. 68), Kan. St. (adv. on p. 70), So. Dak.

Coaching School Directory

ADELPHI COLLEGE—Garden City, N. Y. Aug. 21-23. Director, George Faherty. Course: Basketball. Staff: Frank McGuire, Sherm Scheuerman, Everett Case, Press Maravich, William von Breda Kolff, others. Tuition: \$25 (includes notes, semi-private room). See adv. on p. 69.

ALABAMA UNIV.—University, Ala. Aug. 7-10. Director, Paul Bryant. Courses: Football, Basketball, Track, Baseball, Training. Staff: Darrell Royal, Dale Hall, Chuck Noe, Hayden Riley, others. Tuition: free.

ALL-AMERICAN CLINIC—Bemidji, Minn. Aug. 3-5. Director, K. E. Wilson, 1428 Bixby Ave., Bemidji, Minn. Courses: Football, Basketball, Wrestling, Officiating. Staff: Ara Parseghian, Rip Engle, Pete Newell, others. Tuition: \$15. See adv. on p. 69.

ALL-STAR CLINIC—Evanston, Ill. Aug. 2-3. Director, Stuart K. Halcomb, Northwestern University, Evanston, Ill. Course: Football. Staff: Dan Devine, Murray Warmath, Jim Owens, Jordan Olivar, Wayne Hardin, Otto Graham, Ara Parseghian, Alex Agase.

CALIFORNIA POLY WORKSHOP—San Luis Obispo, Cal. Aug. 7-18. Director, James Mercer, Van Nuys (Cal.) H. S. Courses: Football, Basketball, Track, Baseball, Wrestling, Training, Physical Ed, others. Staff: John McKay, Rene Herreras, others. Tuition: \$10, one week; \$20, two weeks.

COLBY COLLEGE—Waterville, Me. June 21-23. Director, Ellsworth W. Millett. Courses: Football, basketball. Staff: Dan Devine, Eddie Donovan. Tuition: \$25.

COLORADO COACHES ASSN.—Pueblo, Colo. Aug. 16-19. Director, Don Des Combes, 525 W. Midway, Broomfield, Colo. Courses: Football, Basketball, Track, Training. Staff: to be announced. Tuition: \$15. See adv. on p. 69.

COLORADO UNIV.—Boulder, Colo. June 16-July 21, July 24-Aug. 26. Director, Harry Carlson. Courses: Coaching, Physical Ed, Health Ed, Recreation. Staff: Sonny Grandelius, Sox Walseth, others. Tuition: \$40 (resident) and \$85 (non-resident) per 5-week term.

CONCORDIA COLLEGE—Moorhead, Minn. Aug. 13-16. Director, J. M. Christiansen. Courses: Football, Basketball, Wrestling, Training. Staff: Murray Warmath, Bowden Wyatt, Edward Jucker, John Benington, others. Tuition: \$15. See adv. on p. 70.

CONNECTICUT ATH. CONF.-CONNECTICUT UNIV.—Storrs, Conn. Aug. 8-10. Director, J. O. Christian, U. of Connecticut, Storrs, Conn. Courses: Basketball, Football, Soccer. Staff: Rip Engle, Ben

Carnevale, others. Tuition: free to CIAC members; \$10, others. See adv. on p. 70.

EASTERN PENNA. COACHES ASSN.—East Stroudsburg, Penna. June 19-22. Director, Marty Baldwin, Box 205, East Stroudsburg, Penna. Courses: Football, Basketball, Training. Staff: Wayne Hardin, Jerry Burns, Bob Blackman, Jake Gaither, Jack Gardner, others. Tuition: \$50 (includes room, board, golf, banquets). See adv. on p. 68.

FELLOWSHIP OF CHRISTIAN ATHLETES—Lake Geneva, Wis. (Aug. 6-11); Estes Park, Colo. (Aug. 13-18). Director, Don McClanen, 836 Professional Bldg., Kansas City 6, Mo. Courses: Inspirational lectures, discussions, demonstrations. Staff: Murray Warmath, Bill Murray, Paul Dietzel, Ben Carnevale, John Erickson, John Bridgers, Dave Nelson, Frank Broyles, John Wooden, Tex Winter, Dick Harp, others. Tuition: \$50 (includes room, board). See adv. on p. 68.

FLORIDA A & M—Tallahassee, Fla. June 12-16. Director, A. S. Gaither. Courses: Football, Basketball, Training. Staff: Frank Broyles, Bear Bryant, Warren Bass, Ray Graves, Bill Peterson, Duffy Daugherty, others. Tuition \$26.50 (with credit), \$17 (without credit). See adv. on p. 70.

FLORIDA COACHES ASSN.—Gainesville, Fla. Aug. 3-5. Director, Carey E. McDonald, Ocala (Fla.) H. S. Courses: Football, Basketball. Staff: Ara Parseghian, Ray Graves, Bill Peterson, Marcelino Huerta, Vic Bubas, Norman Sloan, others. Tuition: free, FACA members; \$15, others.

FLORIDA STATE UNIV.—Tallahassee, Fla. June 9-10. Director, Vaughn Mancha. Courses: Football. Staff: John Bridgers, Bear Bryant, Dan Devine, Vince Lombardi, Bill Peterson, others. Tuition: \$25 (includes housing, banquet). See adv. on p. 68.

GEORGIA COACHES ASSN.—Atlanta, Ga. Aug. 1-3. Director, Dwight Keith, 1905 Piedmont Rd., N. E., Atlanta, Ga. Courses: Football, Basketball, Track, Wrestling, Gymnastics, Training. Staff: to be announced. Tuition: \$7, members; \$15, others.

IDAHO COACHES ASSN.—Sun Valley, Ida. Aug. 7-11. Director, Jerry Dellinger, Nampa (Ida.) H. S. Courses: Football, Basketball, Track, Training. Staff: Ray Graves, Fred Taylor, others. Tuition: \$10, members; \$15, others.

ILLINOIS ST.-EASTERN ILLINOIS-WESTERN ILLINOIS—Charleston, Ill. June 13-14. Director, John W. Masley, Eastern Illinois University, Charleston, Ill. Courses: Football, Basketball, Baseball, Track, Gymnastics, Wrestling. Staff: Jerry Burns, John Benington, others. Tuition: free.

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University of Minnesota
- **BILL PETERSON**
Florida State University
- **AL SHERMAN**
New York Giants
- **DAVID NELSON**
University of Delaware
- **LEO STRANG**
Massillon (Ohio) H. S.
- **REV. PAUL FENTON**
Kicking Specialist

BASKETBALL

- **JOEL EAVES**
Auburn University
- **ADOLPH RUPP**
University of Kentucky
- **FORREST ANDERSON**
Michigan State U.
- **CLAIR BEE**
N. Y. Military Academy
- **FRED TAYLOR**
Ohio State U.
- **BILL SHARMAN**
Boston Celtics
- **ED DONOVAN**
St. Bonaventure University
- **MICKEY FISHER**
Brooklyn Boys' H. S.

BASEBALL

- **RAY WELSH**
L. A. Angels Scout

June 26-30

Kutsher's Country Club
Monticello, New York

Free Golf, Tennis, Swimming

For additional information, write

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New York 1, N. Y.

2nd Annual TRI-STATES COACHES CLINIC

June 7-8-9
Virginia H. S. Bristol, Va.

FOOTBALL

- ☆ **DARRELL ROYAL**
Texas University
- ☆ **ARA PARSEGHIAN**
Northwestern University
- ☆ **CLAY STAPLETON**
Iowa State University
- ☆ **ALEX AGASE**
Northwestern University

BASKETBALL

- ☆ **BOB VANATTA**
Memphis State University
- ☆ **LOU ROSSINI**
New York University

Tuition: \$15
Room-Board from \$3.75 per day

Smorgasbord
Two Golf Tournaments
For further information, write:

C. P. "MOE" CURCIO, Director
Box 484 Bristol, Virginia

INDIANA ATHLETIC ASSN.—Lafayette, Ind. Aug. 7-8 (Football), Aug. 9-10 (Basketball). Director, L. V. Phillips, 812 Circle Tower, Indianapolis, Ind. Courses: Football, Basketball. Staff: Paul Dietzel, others. Tuition: \$1, state coaches; \$10, others.

INDIANA BASKETBALL—New Castle, Ind. Aug. 3-5. Director, Cliff Wells, Tulane University, New Orleans, La. Staff: to be announced. Tuition: \$10 (includes notes).

IOWA ATHLETIC ASSN.—Spirit Lake, Iowa. Aug. 16-19. Director, Lyle T. Quinn, Iowa H. S. Athletic Assn., Boone, Iowa. Courses: Football, Basketball, Track, Wrestling, Rules Interpretations. Staff: Jerry Burns, others. Tuition: free, Iowa coaches; \$10 entire course or \$3 per day for others.

KANSAS ACTIVITIES ASSN.—Wichita, Kan. Aug. 14-17. Director, C. H. Kopelk, Kansas St. H. S. Activities Assn., Box 495, Topeka, Kan. Courses: Football, Basketball, Track, Training. Staff: Jack Mitchell, Pete Newell, others. Tuition: \$8.

KANSAS STATE UNIV.—Manhattan, Kan. June 5-9. Director, Max Miller. Courses: Football, Basketball, Training. Staff: Doug Weaver, Tex Winter, others. Tuition: \$10. See adv. on p. 70.

KENTUCKY UNIV.—Lexington, Ky. Aug. 9-12. Director, Bernie A. Shively. Courses: Football, Basketball. Staff: to be announced. Tuition: free.

LOUISIANA STATE UNIV.—Baton Rouge, La. July 31-Aug. 4. Director, C. L. Starnes, Louisiana Coaches Assn., Jackson, La. Courses: Football, Basketball. Staff: to be announced. Tuition: \$5.

MISSISSIPPI COACHES ASSN.—Jackson, Miss. Aug. 8-11. Director, Hartwell McPhail, Mississippi College, Clinton, Miss. Courses: Football, Basketball. Staff: Dave Nelson, Ara Parseghian, Joel Eaves, others. Tuition: \$10, members; \$15, others.

MONTANA STATE COLLEGE—Bozeman, Mont. June 6-9. Director, Gene Bourdet. Courses: Football, Basketball, Training. Staff: Jerry Burns, Chuck Orsborn, others. Tuition: \$10 (college credit available).

NEBRASKA ACTIVITIES ASSN.-NEBRASKA UNIV.—Lincoln, Neb. Aug. 17-19. Director, C. C. Thompson, Box 1028, Lincoln, Neb. Courses: Football, Basketball, Training. Staff: to be announced. Tuition: \$5.

NEVADA UNIV.—Reno, Nev. June 19-23. Director, G. A. Broten. Courses: Football, Basketball, Baseball. Staff: Pete Elliott, Ray Meyer, others. Tuition: \$22, in state; \$30, others. See adv. on p. 70.

NEW MEXICO COACHES ASSN.—Albuquerque, N. M. Aug. 7-12. Director, C. H. Ledbetter, 1213 Princeton Dr. S. E., Albuquerque, N. M. Courses: Football, Basketball, Baseball, Track, Training. Staff: Marv Levy, Joe Kerbel, Pete Newell, John Grayson, others. Tuition: \$10, members; \$15, others.

8TH ANNUAL FLORIDA STATE FOOTBALL CLINIC

June 8-9-10 Tallahassee, Fla.
Intensive Specialization in New
Aspects of Modern Day Football

JOHN BRIDGERS
Baylor University

PAUL BRYANT
University of Alabama
DAN DEVINE
University of Missouri

JACK FAULKNER
San Diego Chargers

VINCE LOMBARDI
Green Bay Packers

BILL PETERSON & STAFF
Florida State University

Registration, \$25

Includes Housing,
Clinic Party and Banquet
for information, write

VAUGHN MANCHA
Athletic Director

Florida State University
Tallahassee, Florida

SOUTH CAROLINA COACHES ASSN. COACHING CLINIC

at University of South Carolina
Aug. 6-11 Columbia, S. C.

FOOTBALL (Aug. 9-11)

DAN DEVINE
University of Missouri

BEN SCHWARTZWALDER
Syracuse University

BASKETBALL (Aug. 7-8)

JOEL EAVES
Auburn University

Tuition: \$5, members
\$15 (both) or \$10 per course, others

- Barbecue and Smoker
- All-star football, basketball games
- Sessions in air-conditioned hotel
- Rooms free in university dorms
- Meals about \$3 per day

HARRY H. HEDGEPAH

1623 Harrington St. Newberry, S. C.

Fellowship of Christian Athletes Annual Summer Conferences

Lake Geneva, Wis. (Aug. 6-11): Paul Dietzel, Murray Warmath, Bill Murray, Biggie Munn, Ben Carnevale, Bob Pettit, John Erickson, Dave Ferris, others.

Estes Park, Colo. (Aug. 13-18): Warren Woodson, John Bridgers, Dave Nelson, Frank Broyles, Paul Dietzel, Doug Weaver, John Wooden, Tex Winter, Dick Harp, Ducky Drake, Carl Erskine, others.

Inspirational lectures and discussions in mornings and evenings. Coaches clinics and athletic activities in afternoons.

\$50, includes room and board
DON McCLANEN, 836 Professional Bldg.
Kansas City 6, Missouri

18th ANNUAL EASTERN PENNA. COACHES CLINIC

State College — East Stroudsburg, Penna.
June 19-20-21-22, 1961

FOOTBALL

WAYNE HARDIN, U. S. Naval Academy
JERRY BURNS, Iowa

BOB BLACKMAN, Dartmouth
ALONZO GAITHER, Florida A. & M.
PHIL MARION, Ridley Twp. H. S.
FRANK KAVANAUGH, Trainer, Cornell

BASKETBALL

JACK GARDNER, Utah
SY BOZINSKI, Nanticoke H. S., Penna.
State Champions

Banquet Speaker—LEFTY GOMEZ
FEE — \$30.00 (includes room, board, tuition,
golf, buffet, and two banquets)

MARTY BALDWIN, Director
Box 205, East Stroudsburg, Penna.

NORTH CAROLINA COACHES ASSN.—Greensboro, N. C. July 31-Aug. 4. Director, R. B. Jamieson, Box 545, Greensboro, N. C. Courses: Football, Basketball, Training. Staff: Murray Warmath, Eddie Hickey, others. Tuition: \$10, members; \$12.50, others.

NORTHWEST MT. COACHES ASSN.—Clairton, Pa. June 2-3. Director, Norm Zwald, Clairton (Pa.) Joint H. S. Courses: Football, Basketball. Staff: Outstanding H. S. Coaches. Tuition: \$6.50 (includes room, meals).

NORTHERN ILLINOIS UNIV.—DeKalb, Ill. June 19-July 17. Director, George G. Evans. Courses: 7 Sports featuring Football and Basketball. Staff: University Coaches. Tuition: 1 to 3 graduate credits for three one-week clinics.

OHIO FOOTBALL—Canton, O. Aug. 7-11. Director, Jim Robinson, McKinley H. S., Canton, O. Staff: Rip Engle, Ray Graves, Warren Woodson, others. Tuition: \$10, members; \$15, others.

OKLAHOMA COACHES ASSN.—Tulsa, Okla. Aug. 6-10. Director, Leon Bruner, 3513 N. W. 24, Oklahoma City, Okla. Courses: Football, Basketball, Track. Staff: to be announced. Tuition: \$1.

OREGON UNIV.—Eugene, Ore. June 12-16. Director, A. A. Esslinger. Courses: Football, Basketball, Baseball, Track, Wrestling. Staff: Rip Engle, others. Tuition: \$22.

ORIGINAL CLINIC—Superior, Wis. June 28-July 1. Director, Mertz Mortorelli, Wisconsin State College, Superior, Wis. Courses: Football, Basketball, Wrestling, Training. Staff: Vince Lombardi, Ben Schwartzwalder, Joe Thomas, Sharm Scheuerman, others. Tuition: \$15.

POMONA COLLEGE—Claremont, Cal. June 3. Director, Chuck Mills. Course: Football. Staff: Woody Hayes, Bob Devaney. Tuition: \$1.

PRAIRIE VIEW A & M—Prairie View, Tex. July 5-7. Director, W. J. Nicks. Courses and Staff to be announced.

SOUTH CAROLINA COACHES ASSN.—Columbia, S. C. Aug. 6-11. Director, Harry Hedgepath, 1623 Harrington St., Newberry, S. C. Courses: Football, Basketball. Staff: Dan Devine, Ben Schwartzwalder, Joel Eaves. Tuition: \$5, members; \$10 (one course) or \$15 (both courses), others. See adv. on p. 68.

SOUTH DAKOTA ATHLETIC ASSN.—Huron, S. D. Aug. 14-16. Director, R. M. Walseth, Box 203, Pierre, S. D. Courses: Football, Basketball. Staff: Dan Devine, Tex Winter. Tuition: free.

SOUTHEASTERN CLINIC—Hollywood, Fla. June 14-17. Director, Tony Leone, Diplomat Hotel, Hollywood, Fla. Course: Football. Staff: Ray Graves, Wayne Hardin, Bear Bryant, Otto Graham, Bill Peterson, Hal Lahar, others. Tuition: \$60 (includes room).

TENTH ANNUAL ADELPHI COLLEGE COACHING SCHOOL AUGUST 21, 22, 23 GARDEN CITY, LONG ISLAND, N. Y.

INTENSIVE BASKETBALL COURSES FEATURING THE NATION'S
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University of Iowa
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North Carolina State College
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Clemson College
- **ED MCCLUSKEY**
Farrell (Pa.) High School
- **VIRGIL SWEET**
Valparaiso (Ind.) High School
- **RICHARD TARRANT**
Passaic (N. J.) High School
- **SAVERIO PICARIELLO**
Long Island University
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Tenth Anniversary Dinner

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WILLIAM JENSEN Flushing High School Flushing, N. Y.	

VIRGINIA H. S. LEAGUE COACHING CLINIC

W&M, Williamsburg, Va. Aug. 3, 4, 5

FOOTBALL

WOODY HAYES, Ohio State Univ.

BASKETBALL

JOEL EAVES, Auburn University

Assisted by Wm. & Mary Athletic Staff
Other Clinicians to be announced

\$7, League Coaches; \$12, others
(Includes buffet and picnic)

Room \$1 a day; meals reasonable. Bring family to see Colonial Williamsburg.

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at Pueblo Junior College

Pueblo, Colo. Aug. 16-19

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JIM WILLIAMS, Colo. St. (Basketball)

HARRY SIMMONS, Pueblo Jr. Coll.
(Basketball)

BILL WEIMAR, Wash. H. S., Denver
(Basketball)

FRANK POTTS, Colorado (Track)

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All-American Coaching Clinic

Aug. 3-5 Bemidji, Minn.

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famous Vacationland. Bring wife
and family for a grand vacation!

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- **RIP ENGLE**, Penn State
- **JIM MALSOKY**, Minnesota

BASKETBALL

- **PETE NEWELL**, Olympic Coach
- **JIM WITHAM**, Iowa Teachers
- **JOHN NORLANDER**, Hamline

Also, LOU FILIPPE and MIKE LAGATHER for Officiating, and courses in Wrestling, and 8-Man Football.

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For reservations, accommodations, write

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KANSAS STATE Coaching Clinic

June 5-9 Manhattan, Kan.

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DOUG WEAVER, KSU Head Coach

BASKETBALL

TEX WINTER, Coach of four successive Big Eight Champions

TRAINING

PORKY MORGAN, KSU Trainer

TUITION: \$10

One hour graduate credit in Physical Education available to participants.

For further information write

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Conference Coordinator
Kansas State University
Manhattan, Kansas

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June 12-16, Tallahassee, Fla.

FOOTBALL

FRANK BROYLES, Arkansas
RAY GRAVES, Florida
BEAR BRYANT, Alabama
MARVIN BASS, South Carolina
DUFFY DAUGHERTY, Mich. St.
BILL PETERSON, Florida St.
PAT JAMES, Alabama
PEPPER RODGERS, Florida
GENE ELLENSON, Florida
JAKE GAITHER and Staff

BASKETBALL

JOHN MCLENDON,
Cleve. Pipers

TRAINING

SAM LANKFORD, Florida

TUITION: \$17 (includes room)

One semester hour of credit in physical education will be granted to participants for a fee of \$26.50.

A. S. GAITHER, Director
Florida A & M University
Tallahassee, Florida

SOUTHERN ILLINOIS UNIV.—Carbondale, Ill. Aug. 23-24. Director, Dr. Andrew T. Vaughan. Courses: Football, Basketball. Staff: Fred Taylor, Morris Patterson. Tuition: free, all SIU graduates and state H. S. coaches; \$10, others.

SOUTHWEST MISSOURI STATE COLLEGE—Springfield, Mo. July 6-7. Director, Aldo Sebben. Courses: Football, Basketball, Track, Training. Staff: to be announced. Tuition: \$3.

SPALDING FOOTBALL-BASKETBALL—Monticello, N. Y. June 26-30. Directors, Haskell Cohen and Clair Bee, 8022 Empire State Building, New York 1, N. Y. Courses: Football, Basketball, Baseball. Staff: Murray Warmath, Ben Schwartzwalder, Wayne Hardin, Dan Devine, Dave Nelson, Bill Peterson, Al Sherman, Fred Taylor, Joel Eaves, Foddy Anderson, Adolph Rupp, Clair Bee, Ed Donovan, others. See adv. on p. 67.

TENNESSEE ATHLETIC ASSN.—Cookeville, Tenn. July 25-28. Director, Wilburn Tucker, Tennessee Tech, Cookeville, Tenn. Courses: Football, Basketball, Baseball, Track, Training. Staff: Bowden Wyatt, Paul Dietzel, Adolph Rupp, others. Tuition: free.

TEXAS COACHES ASSN.—San Antonio, Tex. Aug. 6-10. Director, L. W. McConachie, Perry Brooks Bldg., Suite 11, Austin 1, Tex. Courses: Football, Basketball, Baseball, Track, Training. Staff: John Bridges, Frank Broyles, Brandon Collier, Frank McGuire, Harold Bradley, John Morris, others. Tuition: \$15, members; \$20, others.

TRI-STATES CLINIC—Bristol, Va. June 7-9. Director, Mae Curcio, Box 484, Bristol, Va. Courses: Football, Basketball. Staff: Darrell Royal, Ara Parseghian, Clay Stapleton, Alex Agase, Bob Vanatta, Lou Rossini. Tuition: \$15 (room, board from \$3.75 per day.) See adv. on p. 68.

UTAH ACTIVITIES ASSN.—Salt Lake City, Utah. Aug. 14-17. Director, Horace H. Rose, 19 West South Temple, Salt Lake City 1, Utah. Courses: Football, Basketball, Track, Wrestling, Training. Staff: to be announced. Tuition: free.

UTAH STATE UNIV.—Logan, Utah. June 12-16. Director, H. B. Hunsaker. Courses: Football, Basketball, Wrestling, Training. Staff: Ben Schwartzwalder, Chuck Orsborn, others. Tuition: \$20.

VIRGINIA H. S. LEAGUE-COACHES ASSN. Williamsburg, Va. Aug. 3-5. Director, Milt Drew, Athletic Director, College of William and Mary, Williamsburg, Va. Courses: Football, Basketball, Track, Training. Staff: Woody Hayes, Joel Eaves, others. Tuition: \$7, members; \$12, others. See adv. on p. 69.

VIRGINIA STATE COLLEGE—Petersburg, Va. June 19-23. Director, W. W. Lawson. Courses: Football, Basketball. Staff: to be announced. Tuition: \$15.

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Aug. 13-16 Moorhead, Minn.

MURRAY WARMATH
University of Minnesota
Coach of the Year, No. 1 Team

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Famous Tennessee Single Wing Coach

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FOOTBALL

• RAY MEYER, DePaul
BASKETBALL

plus representative from Philadelphia
Phillies for BASEBALL

\$22, residents \$30, non-residents
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Room, \$1.25 per day;
Meals, \$2.75 per day

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16th Annual CONNECTICUT COACHES' CLINIC

Aug. 8-10 Storrs, Conn.

Co-sponsored by Univ. of Connecticut
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RIP ENGLE
Penn State, FOOTBALL
BEN CARNEVALE
Navy, BASKETBALL

JOHN Y. SQUIRES
Connecticut, SOCCER

(Assisted by U. of Conn. coaches)

Registration (non CIAC members) \$10
Meals—a la Carte, Rooms—\$3.50 per night

J. ORLEAN CHRISTIAN
U. of Connecticut, Storrs, Conn.

WISCONSIN H. S. COACHES ASSN. COACHES CLINIC

at University of Wisconsin
July 31-Aug. 4 Madison, Wis.

FOOTBALL

DAN DEVINE

University of Missouri

MILT BRUHN

University of Wisconsin Coach

BASKETBALL

ADOLPH RUPP

University of Kentucky

JOHN ERICKSON

Wisconsin's Head Coach

Also: Courses in Track, Wrestling,
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ing, by University of Wisconsin
Coaches

Registration \$10

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WASHINGTON COACHES ASSN.—Spokane, Wash. June 12-15. Director, Rich Rowe, 10221 195th Pl. S. W., Edmonds, Wash. Courses: Football, Basketball, Baseball, Track, Wrestling. Staff: Dan Devine, Bob Vanatta, others. Tuition: free, members; \$15, others.

WEST VIRGINIA COACHES ASSN.—Jackson Mills, W. Va. July 15-16. Director, Dick Ware, Athletic Dept., West Virginia Univ., Morgantown, W. Va. Courses: Football, Basketball, Track. Staff: Bill Hess, Charlie Snyder, others. Tuition: \$5, members; \$20, others.

WESTERN STATE COLLEGE—Gunnison, Colo. June 12-23 (Basketball), June 26-July 27 (Football). Director, Dr. D. H. Cummings, Director of Summer Sessions. Staff: Fred Taylor, Willard Pederson, Ben Martin, Kay Dalton. Tuition: \$22, state residents; \$28, others (per two-week session).

WILDWOOD BASKETBALL—Wildwood Crest, N. J. June 8-11. Director, Bill Esher, 209 Briarwood Ave., Haddonfield, N. J. Staff: Jack Ramsay, Harry Litwak, Duddy Moore, Vic Bubas, Al Severance, Sam Cozen. Tuition: \$40 (includes room).

WISCONSIN COACHES ASSN.—Madison, Wis. July 31-Aug. 4. Director, Hal Metzen, 1623 Jefferson, Madison, Wis. Courses: Football, Basketball, Wrestling, Track, Tennis, Training. Staff: Dan Devine, Milt Bruhn, Adolph Rupp, John Erickson, others. Tuition: \$2, members; \$10, others. See adv. on p. 71.

WISCONSIN STATE COLL.—River Falls, Wis. June 8-10. Director, Fran Polsfoot. Courses: Football, Basketball, Wrestling, Golf. Staff: Billy Hildebrand, John Kundla, others. Tuition: \$15.

NEW BOOK

- **COACHING THE ZONE AND MAN-TO-MAN PRESSING DEFENSES.** By Neal Baisi. Pp. 190. Illustrated. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

IN attempting to beat taller, faster, generally superior teams, coaches have come up with all sorts of ingenious defensive gimmicks—different zones, presses, switching man-to-mans, and combinations. And right near the top of the defensive genius class is Neal Baisi, coach at West Virginia Tech. Over the years he's compiled a terrific record with his whirlwind offense and clever defenses.

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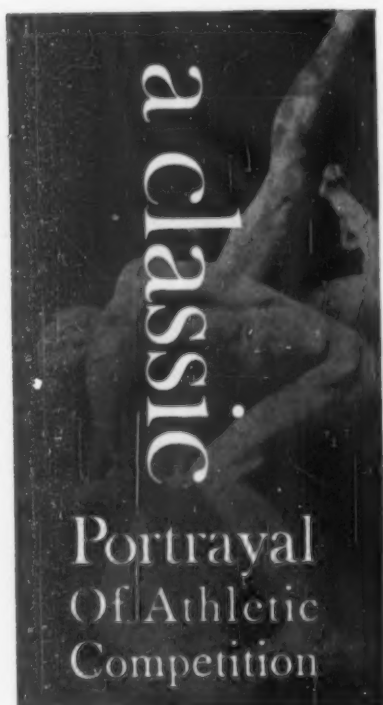
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- (c) Colorado H. S. (69)

(d) Concordia Coll. (70)

(e) Connecticut U. (70)

(f) Eastern Penna. (68)

(g) Fellowship C. A. (68)

(h) Florida A. & M. (70)

(i) Florida State (68)

(j) Kansas State (70)

(k) Nevada U. (70)

(l) So. Carolina (68)

(m) Spalding Clinic (67)

(n) Tri-States Coaches (68)

(o) Virginia H. S. (69)

(p) Wisconsin H. S. (71)

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Rules and Court Layouts for
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(a) Basketball Catalog

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19 FEATHERLAX (16)

Information on Protective
Mouthpiece

20 FEISE, F. C. (49)

Folder on GrassTex All-
Weather Running Tracks,
Runways, and Tennis Courts

21 GOLD MEDAL PROD. (22)

Catalog on Refreshment
Equipment and Supplies

ADVERTISERS' INDEX

22 GYM MASTER (23)

Catalog of Gym Master Line of Trampoline Brand Rebound Tumbling and Gymnastic Equipment

23 GYM SCOOTERS (61)

Information on Gym Scooters

24 HILLERICH & BRADSBY (43)

(a) Color Catalog of Baseball and Softball Bats
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Literature on Proper Care of Gym Floors

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Catalog on Training Room Equipment

28 KING-O-SHEA (31)

Basketball Uniform Catalog

29 LINEN THREAD (63)

Catalog of Quality Nets for all Sports

30 M-F ATHLETIC (62)

Information on M-F Heel Protector

MacGREGOR CO. (15)

31 MASTER LOCK (1)

Brochure on Key Control Combination Padlocks

32 MICKEY OWEN BASEBALL SCHOOL (71)

Brochure

33 MID-WEST MATERIALS (64)

Information and Samples of Safe-Line Marking Compound

34 NATIONAL SPORTS (56)

Gym Mat Catalog

35 NEW BALANCE ATHLETIC SHOE (41)

Information on New Line of Athletic Footwear

36 NISSEN TRAMPOLINE (17)

(a) Catalog of Trampoline Brand Rebound Tumbling Equipment
(b) Catalog of Gym Apparatus Equipment

37 NOCONA LEATHER GOODS (55)

Football Catalog

38 NONPAREIL DIV. GARED CORP. (51)

Catalog on All-Glass Backboards

39 ONOX (34)

(a) Brochure on Footsprayer for Athlete's Foot
(b) Booklet, "Facts on Athlete's Foot"

40 PARAMOUNT GYM EQUIP. (58)

Catalog on Barbells and Gym Equipment

41 PREMIER ATH. PRODUCTS (71-72)

Catalog of Gym Mats for Every Purpose

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Catalog on Palvanite Football Protective Equipment and Wrestling Mats

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(a) Information on Reconditioning Service
(b) Bulletin on Suspension Helmet

45 RAWLINGS (3)

Catalog

46 REMINGTON ARMS (39)

Literature on Rifery
(a) Organizing a Club
(b) Operating a Club
(c) Building a Range

47 RIDDELL, JOHN T. (Inside Front Cover)

Information on Quality Line of Football, Baseball, Track and Basketball Equipment

48 ROBBINS FLOORING (57)

Literature on Ironbound Continuous Strip Hard Maple Gym Floors

49 RONALD PRESS (30)

List of Sports Books

50 SAFWAY STEEL (47)

Bulletin on Portable Steel Bleachers

51 SAND KNITTING (48)

Catalog of Knitted Uniform Items

52 SICO MFG. (61)

Booklet on Folding Table Tennis Tables

53 SLIM-EZ SUIT (64)

Information on Rubberized Sweat Suits

54 SNITZ MFG. (60)

Literature on Equipment Carrying "Tote" Bags

55 SNYDER TANK (59)

Literature on Steel Stands

56 SPANJIAN (43)

Catalog on Football Uniform Equipment

57 SPOT-BILT (27)

Catalog of Athletic Footwear

58 STACKHOUSE ATH. EQUIP. (50)

Literature on Football Field Equipment

59 SWEET, H. C. (60)

Information on Multi-Purpose Line Marker

60 TEDSAN ASSOCIATES (57)

Details on New "Fastrack" Track Surface

TRI-STATE OFFSET CO. (60)

U. S. LAWN TENNIS ASSOC. (47)

U. S. RUBBER CO. (33)

61 U. S. RUBBER RECLAIMING (35)

Literature on Saf-Pla Rubberized Surfacing Material

62 UniMac (2)

Information on School Laundry Equipment

63 UNIVERSAL BLEACHER (65)

Catalog on Portable Steel Bleachers

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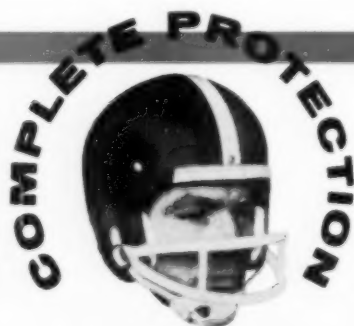
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